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THE

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THE TRUE ORDER OF STUDIES.

BY REV. THOS. HILL, WALTHAM, MASS.

(*Continued from the June Number.*)

In order to make any valuable improvement in common school education, we must begin at the beginning, and lead the scholars upward by the path of nature. The labor of learning to read must be dispensed with, and by means of phonotype the task of learning to read be reduced to the pleasant sport of a few months. The stultifying process of learning to spell must, if retained at all, be made a diversion by rendering phonetic print so familiar that the ordinary spelling will be remembered for its comicality. The intense labor of arithmetic must be postponed until the child has learned all the principal facts of number, from playing with beans, and the labor will no longer be intense. Geometry must be introduced by blocks and diagrams, and addressed to the imagination before it appeals to the reason. Botany and zoology must be begun in the earliest years by pointing out the weeds and insects, and showing the interesting points in each creature. By thus beginning aright the child will find the subsequent path easy. But the child who has already attained the age of fourteen without any knowledge of nature, or geometry, without any training of the senses to exact observation or of the imagination to precise conception, must not expect to find his path easy.

The mode of teaching each study must also be adapted to the design of the

whole course. Each study must be begun by presenting its facts to the senses or the imagination, and the order of presentation be determined by the importance and obviousness of the facts. Then the principles of the science must be presented. But the distinguishing mark of teaching on this mode must be its thoroughness and exactness. Let the fact be apprehended with precision. This is the most important aim, lying at the foundation of all education;—teach to *observe accurately*, and to repeat the observation until the precise fact is fixed in the memory. The observation should, if possible, include all the sensible qualities. The second great aim is to produce, in imagination, vivid and definite images of things defined or described in words. The third great aim is to unfold principles in such way as to make them facts to the pupil. When a child observes accurately the principal facts of a science, and remembers them; conceives clearly its hypotheses; and understands thoroughly its leading or fundamental principles; that child has not learned that science superficially. It has taken him but a few months to gain this knowledge, —and the amount of it is small; but the question of superficiality or thoroughness is not a question of quantity, but of quality. Inaccurate observation, imperfect conception, erroneous principles, these are the proofs of a superficial knowledge. But the accurate observer, clearly apprehending and understanding what he sees, is thorough as far as he has gone, even from the beginning. And if a proper selection of facts, hypotheses, and principles, be made when beginning a course of instruction, in any study, it requires but a moderate time to impart a valuable general acquaintance with any science; not a vague recollection of a multitudinous array of particular facts, but a definite conception of the scope and spirit of the science. Ordinary text books cannot, in general, be depended upon to give such views. They are not prepared with reference to a broad scheme of education, and they comprise in themselves material for the instruction of older as well as younger scholars. Even those text-books which are arranged in series, err by making the whole series too diffuse, and lacking in clearness. Of all the multitudinous text-books which, in a long service on a school-committee, we have examined, we have only seen four or five that were of the highest order of excellence; and even of those some of the best are misused,—put in a high school when they belong in a primary, or in a primary when they belong in a high school. The book for the primary school should present facts and rules judiciously selected and carefully expressed,—the book for the high school should present principles; selecting the broadest, most comprehensive principles, and putting them if possible into a form in which they will be directly applicable to use. The highest use, however, of all learn- is to fill the pupil with a deeper sense of the power, wisdom, and love of God, to lead him to a more perfect consecration to the service of God;— and what is commonly called practical is only valuable when used in that service. The five great branches of the hierarchy lead to theology, and

theology to religion. The will is the highest faculty, and its highest function is to control the spirit to the service of the Highest, to the pursuit of the beautiful, the good, and the true; finding the highest beauty in virtue, the highest goodness in consecration to the service of God's creatures, the highest truth in the knowledge of Him and of our relations to Him.

But to return to superficiality, to which our scheme of education may lead those who but partially adopt it, we say that accuracy in laying the foundations, accuracy in apprehending the principal facts, accuracy in comprehending fundamental principles, is the true measure of thoroughness, and the true preparation for forming an extensive acquaintance with special facts and subordinate principles. Without this thoroughness of foundation the so-called thorough acquaintance of the specialist is of very little value; it amounts only to intellectual lumber. The child's powers are to be developed in due proportion, and he is to be furnished with the most useful knowledge that he can obtain at his age. Neither of these ends is obtained in our ordinary schooling, in which Spelling and Arithmetic, and Statistical Geography occupy the child for four or five years, and he nevertheless leaves school without ever having been led to observe the relation between *p, b, f, v, w,* or to note whether *wh* or *hw* comes nearer to the initial sound of such a word as *when;* he leaves school without knowing that every number is either prime or the product of certain primes; without knowing how many great coast lines are arcs of great circles tangent to the polar circles, or having a clear idea what physical fact in nature is represented by those polar circles.

Our remarks have thus far had almost exclusive reference to simple intellectual education. Let it not be supposed that we ignore other branches of instruction. A child is a spirit, whose will manifests itself through a body under the guidance of reason, and at the impulse of passion. Here are, then, four kinds of education which he needs,—an education of the body, an education of the heart, an education of the intellect, and an education of the will. These four departments of culture must proceed together harmoniously, and will do so easily according to our scheme of intellectual education. The body must be cared for, by giving the child abundance of out-door cheerful exercise. At home the parents must also provide suitable food and clothing. The special organs subservient to the mind should receive also the teacher's care. The susceptibility of the senses to external impressions differs by nature, but the differences of this susceptibility are usually marked by the still greater differences produced by culture, in the ability to interpret those impressions. Careless observers of the blind have reported them as having marvelous sensitiveness in the organs of touch and of hearing; but the marvelousness is not in their sensitiveness, but in the accuracy of judgment, acquired by habit, concerning the bearing of faint impressions through those senses. The accuracy of our judgment upon sensations may always be improved by a

culture similar to that imposed by nature upon those deprived of part of their organs of sensation.

The present paper has been chiefly occupied with a sketch of the true order of studies in intellectual education. The three other parts of a child's training are equally important, and each opens a wide field of investigation and discussion.

Physical education must give the child, as far as hereditary weakness of constitution, or unavoidable accidents of position, allow, a healthy, vigorous, strong body, with quick and accurate senses.

Intellectual education must develop the child's power of thought and give him a clear understanding (as far as it is permitted to our capacity), of his relation to the world, and to his Maker. This education is to be conducted with reference to the order of succession in the great hierarchy of Science, as we have explained at length in the present article.

Moral culture must develop in the child, as far as native gifts will allow, pure tastes, a cheerful and affectionate temper, a loving, confiding heart, a tender conscience. This culture is, in general, to be effected not only by precept but by example, and by treatment;—showing to the child the temper you expect from it in return, and leading it at least to do those things which a good heart would prompt a wise and good man to do.

Religious culture is the development of the will. It begins, therefore, so soon as the child is taught to apply itself either to study or to work. The necessity for labor is the first serious demand upon the will, and develops that power which most nobly manifests itself when the young man, on arriving at mature life, devotes himself with unwavering earnestness to serving God and God's children in that mode in which he judges he can serve them most effectually; forgetting all purely selfish aims, and counting not even his life dear to him if he can finish the work which has been given him to do.—*American Journal of Education.*

LEAVES FROM A TEACHER'S PORTFOLIO.

These soft, balmy summer days are bringing back the old smile to the children's faces, as they engage with unutterable delight in their childish sport. To-day as I entered the school-yard I thought I never saw a finer sight. Three hundred children, their eyes sparkling and their countenances all aglow with pleasure—some throwing their grace-hoops, others bounding balls, and away in one corner the little ones circling in the never-to-be-forgotten childish play of "ring round the rosy"—how my heart ex-

exulted in the thought that mine was the task to assist in guiding this youthful host. Then came a sadder thought—Am I fitted for this great mission? Am I acting my part with the great band of this State, who are so nobly striving to forward the cause of education? May not the name of Wisconsin be flung proudly to the breeze, and recorded on the archives of our educational history, as striving to form a perfect educational system, not like the "Academic" groves, sacred only to the few, but *free* to all.

Most of our towns and villages have good school buildings, many of them fitted up in fine style, bespeaking the enterprise of the people. The prairies are dotted with school-houses, some on the open prairie around which the sunlight falls in floods of golden beauty, others half concealed by the openings. These buildings are filled with immortal minds to be trained for the active duties of life—as Longfellow beautifully expresses it,

> "Life is real! Life is earnest!
> And the grave is not its goal?
> Dust thou art, to dust returneth,
> Was not written of the soul."

Do our teachers realize this fact? How many of them teach for the mere pittance which it affords, forgetting that with them rest the talent, the enterprise, the glory of our beautiful Republic.

We have heard it suggested that "free schools" were removing the old landmarks of society—taking away the walls of aristocracy—placing the masses on an equality. This is what we desire—let every person formed in the "Image of his Creator" shine forth in his proper light and think you there will be aristocracy in the great hereafter? Will a child be placed one side because he hath not been clad in silken robes? I tell you, nay!

Teachers are not free from the severest discipline. Theirs is not always a happy life; dark hours will come, and they wish they were not obliged to teach, and sigh perhaps for their far off homes. Such thoughts will never avail; gird on the helmet and manfully brave the battle.

We remember very well the first time we entered a public school. Our ideas of schools were taken by surprise. Bitter, bitter were the tears shed at the end of our first day's task. We couldn't see the propriety of so many rough boys and noisy girls. A few months brought us to see the beauty of the system. We rejoice now to have our name enrolled among its firm supporters, and believe this to be only the foreshadowing of the light and beauty that will dawn upon our vision, when the great heart of the nation beats in unison, in opening a way for one and all to enter the arena and contest for the "Laurel Wreath."

BELOIT, 1859. L. A. C.

EXTRACT

FROM THE REPORT OF A COUNTRY TOWN SUPERINTENDENT, DELIVERED BEFORE THE CITIZENS, IN TOWN MEETING ASSEMBLED, APRIL, 1859, IN ACCORDANCE WITH A BY-LAW OF THE TOWN.

We have in our midst, some men of wealth, who, having no children of their own to educate, are averse to being taxed for the education of others', but legislative action, in our State, has designated but one method of supplying the deficiency of the public fund for the support of free schools, and that is, by the indiscriminate taxation of property. The merits or demerits of this system it is not now our province to discuss, but while this enactment remains upon the pages of our statutes, it would be no less than gross injustice that the *many* should be deprived of the benefits of the free school system, because of the unwillingness of the *few* to submit to taxation. Although it may result in a temporary inconvenience to respond to the necessary taxation, yet, to those who have at heart the welfare of the succeeding generation and of their country, the beneficial results, far in the future, will prove an adequate compensation. This is but a single point in the subject, but one on which pages might be written. Education is made by the State a public fountain, at which all may drink. It does not consist in merely learning to read from the class book, to write and to cypher, but in learning to think and reason correctly and independently, to develope inherent abilities, and in learning our duty to our fellow men and to our country. It is a substitute for penal statutes, prisons, alms-houses, and all the expensive machinery of law, and thus reduces the expenses of government in a direct ratio to the intelligence of the masses, since statistics prove that a large majority of criminal delinquents are found among those who are groveling in ignorance. Property is charged with the maintenance of government, and whatever tends to lessen the expenses of government should receive our support. Not only the rights of men of wealth, but the State itself is better preserved and respected, by the general diffusion of intelligence among the masses, for by them are the laws made, and by them should be understood how to do it intelligently. No one can foretell which mind in the whole number will become a public benefactor, if drawn out by proper training and instruction. Many eminent authors, statesmen and divines, and other leading minds, have emanated from charity schools. Man is, in a great degree, the creature of education—educated either for vice or virtue. Perhaps some within hearing of my voice can recall to memory the family of some wretched inebriate, grown up in ignorance,—the pest of the neighborhood—robbing gardens, orchards, melon-patches, and poultry yards, till at length grown bold by age and impunity, for some crime

of greater daring, they find themselves immured within the walls of a prison. Who would not prefer to educate them, rather than suffer their depredations, or pay the expense of their prosecution, to say nothing of the immoral influence on society. In contrast, how brightly shines the character of that devoted, but unfortunate mother, contending against poverty and all discouraging circumstances, persevering in educating the family, and training them in such a manner as to become intelligent and useful members of community, through the influence of the free school system. Shall we grudgingly bestow a few dollars in such cases? An intelligent people add greatly to the aggregate wealth of the community. We are not educating a generation of youth to do the work of America as she is to-day, but as she will be twenty, thirty or forty years hence, when her population and importance may be doubled. Intelligence is the guaranty of our influence. It is not mere majorities that rule,—power in our country is in the ballot-box; yet there are three hundred and sixty-four days in the year in which people do not vote—except for local purposes—and these days may be improved by men of intelligence, in moulding the sentiments of voters, either for good or evil. The press, and the schoolmaster, armed with his primer, may be deemed the most important defences of a free people, and, under their protection, we may bid defiance to misrule and domestic factions, or to the machinations of foreign potentates, or the military array of the most powerful monarch of the globe.

Owing to the financial embarrassment, under which we are laboring, either real or imaginary, and the prospect of a diminished pro rata public fund, some individuals have suggested the propriety of shortening the school terms, or of employing teachers at low salaries, but we consider it doubtful economy to retrench in the necessary school expenditure; better to retrench in some domestic expenditures,—to dispense with some article of luxury, perhaps equally pernicious and useless. If retrenchment must be made, let us continue good schools till the funds are exhausted, and close, rather than resort to a *cheap* school in order to lengthen time. By attempting to save a few dollars, we may misspend the whole.

In several districts have been found two parties, either already existing or almost imperceptibly growing up, which if not acting in open hostility, harbor an under-current of ill-feeling, casting a slur upon the party in power, or upon the school, for no other reason than because the teacher is employed by the opposite party. Nothing can be more detrimental to the interests of the whole district than such party distinctions. By a recent law, which took effect less than a year since, we are required to elect the members of the board for a term of three years, and it becomes us to elect those who have a direct interest in the welfare of the school, and who to that end will labor harmoniously together. One hostile member may nearly neutralize the labors of his associates, particularly if that member be the clerk. In conducting examinations of teachers, thoroughness has been aimed at, without severity, with the intention of granting

certificates to none but those who acquitted themselves with credit. But it not unfrequently occurs that a good scholar may prove but an indifferent teacher,—failing either in a faculty to impart instruction and interest pupils, or in government and discipline. It cannot be expected in a mere examination of scholarship that such deficiencies can always be discovered, and no superintendent can justly be held responsible for dereliction of duty in such cases.

Again, it is frequently expected of a teacher to be competent to teach some of the higher branches, particularly the higher branches of mathematics, and the absence of such qualifications causes the patrons to question the propriety of his having been licensed; but no clause can be found in the school act requiring a teacher to submit to an examination in any but the common English branches to entitle him to a certificate; when competency in any of the higher branches is required—which often should be—we would recommend that teachers be employed by special contract with such understanding, specifying what branches they are expected to teach, and requiring a certificate of corresponding qualifications, which would obviate all difficulties.

Teachers, too, not unfrequently have their grounds of complaint which, to do them justice, require a patient hearing. One ground is tardiness of pupils, and the consequent interruption of exercises, the evil effects of which are too well understood by every reasonable individual to require comment. In one school of thirty-five scholars, visited during the winter, fifteen answered "tardy," at roll call, and we were informed that it was no uncommon occurrence. The remedy for such deliquencies devolves more upon the parents than upon the teachers.

Frequent absence of pupils is another cause of complaint. The importance of punctual and continued attendance, from the commencement to the close of each term, cannot be too highly estimated. The loss of a single day bears unfavorably upon the character and progress of the scholar, and has consequently an unfavorable influence upon the whole school. Parents should not only concur with the teacher in the remedy, but assume the burden of the task themselves, granting leave of absence only upon extraordinary occasions. Where the school is vacated on Saturdays, as is practiced in many districts, and should be in more, ample time is afforded for the performance of such domestic duties as should be required of the pupils at home, without encroaching upon the other five days of the week.—(*To be Continued.*)

MORAL INSTRUCTION.

If it be my peculiar province in every day life to wash dishes, sweep rooms or make beds, and if with a willing, cheerful heart I perform those

duties well, at and in their proper time, then to those by whom I am surrounded, I teach a moral lesson. If, instead, it be my duty to impart instruction in Arithmetic, Grammar, or Reading, and I faithfully, prayerfully, and properly perform this duty, when I devote thirty minutes to any one of these, I am, in one sense, imparting moral instruction.

> "Lives of great men all remind us,
> We can make our lives sublime."

The time has come when there are few found so reckless as to take upon themselves the responsibilities of a teacher of children or youth, without first carefully considering the question, how am I best to advance the moral, as well as intellectual interests of my pupils, and at the same time do no violence either to the letter or spirit of the business contract between myself and my employers? If some person should pay me a dollar a week to wash dishes in his kitchen, and if, instead of fulfilling my part of the contract, I choose to spend my time in reading to my fellow laborers Christ's sermon on the mount, although the reading, in itself, may be very laudable, and although I am reading the best moral lesson ever yet spoken or written, I am defrauding my employers, and of course am doing wrong. We are doubtful of the propriety of setting apart time, during school hours, in a public or common school, to moral instruction; and yet no teacher can have the right to let slip an opportunity to impress upon the minds of his pupils, an appreciation of their moral obligations. Half an hour every forenoon may, with profit, be devoted to instruction in Arithmetic, but by a fearless and careful adherence to truthfulness yourself, by never failing to reprove any deviation from it on the part of your pupils, and when the opportunity occurs, by some happy illustration of its beauty, and the ugliness and deformity of its opposite, you can do more to instill into the minds of your pupils a love for the one and an abhorrence of the other, and more towards making them practically truthful, than you can do towards making them mathematicians in a whole year. We were once present in a school when a contest arose between the teacher and one of his pupils, respecting the correctness of a mathematical exercise. Improper language was used, or, at least, disrespectful language, but at length the teacher said:

"Very well, you may sit; you are right."

"Why did you talk so then?" demanded the pupil.

"Oh, I wished to see if you would stand by your own opinions," was answered.

A moment after the exercises closed, and the teacher left. "He did not know he was right until he looked in the book," said one. "I would have told the truth," said another, and such like remarks followed each other

during the teacher's absence. I have heard that same teacher lecture his scholars upon truthfulness and other virtues, but how powerless had he rendered himself. Ah! me. In those few moments he had given a lesson in immorality which will never be forgotten. How easily might he have shown the dignity of morality, and how easily might he have given a life-long lesson in fearless truthfulness by frankly saying, "I beg your pardon, I was wrong."

Opportunities are never wanting to speak a word for Truth, Humanity, Patience, Forgiveness, Faith and Honesty. If Willie loses his marble and Charley finds and appropriates it, tell the school the story of little Susan, who, though in great want and most sorely tempted, could not rest until she had returned the dollar bill accidentally given her. An incident in the life of Christ, or of any good man, woman or child, may serve to illustrate the opposite of almost any sin, and at the same time waken a spirit of emulation in the right direction. Let us first make our lives practical illustrations of what we teach, and then no where than in the school room is it more true that "a word fitly spoken is like apples of gold in pictures of silver." E. L. B.

CHRIST AND THE LITTLE ONES.

BY JULIA GILL.

"THE Master has come over Jordan,"
Said Hannah, the mother, one day—
"He is healing the people who throng Him
With a touch of his finger, they say.

And now I shall carry the children,
Little Rachel, and Samuel, and John,
And the youngest, the baby Esther,
For the Lord to look upon."

The father looked at her kindly,
But he shook his head and smiled;
"Now, who but a doting mother
Would think of a thought so wild?

If the children were troubled with demons,
  Or dying with fever, 'twere well—
Or had they the taint of the leper,
  Like many in Israel."

"Now, do not hinder me, Nathan—
  I feel such a burden of care;
If I carry it to the Master,
  Perhaps I shall leave it there.

If He lay His hand on the children,
  My heart will be lighter, I know,
For a blessing forever and ever,
  Will follow them as they go."

So over the hills of Jordan,
  Along by the vine-rows green,
With Esther asleep on her bosom,
  And Rachel her brothers between,

'Mong the people who hung on His teaching,
  Or waited His touch and His word,
Through the rout of proud Pharisees listening,
  She pressed to the feet of the Lord.

"Now, why shouldst thou hinder the Master,"
  Said Peter, "with children like these?
See'st not how, from morning till evening,
  He teacheth and healeth disease?

Then Christ said—"Forbid not the children,
  Permit them to come unto me!"
And He took in His arms little Esther,
  And Rachel He set on His knee.

And the heavy heart of the mother
  Was lifted all earth care above,
As He laid His hand on the brothers,
  And blessed them with tenderest love.—*Little Pilgrim.*

The ground of all our false reasoning is that we seldom look any farther than on one side of the question.

THE INGENUOUS BOY.

"TELL us a story, father, this evening, do."

Mary made this request on behalf of herself and her two brothers—Henry, who was twelve years old, and Andrew, who was only seven; her own age being about midway between theirs.

"Well what shall it be, a made-up story, or a true one?"

"Oh, a true one, if you please, we like those the best."

"But if I tell you a true story, it may not be very wonderful, nor near so marvelous as something I could make up; perhaps you will not think it interesting."

"Oh, I know we shall, we always do."

"Well, then as you have chosen a true story I will give you one that I know was all true. I was a school master once, and twenty years ago this winter, I was teaching a large school in Michigan. As I was passing around the school-room one morning, I saw a notch that had been newly cut in the desk, just before William C——. I pointed to it and asked:

"William, do you know who did that?"

"Yes, sir, I did it," he very frankly replied.

"Did you not know that it was against the rules of the school to whittle the desks or the seats?"

"Yes, sir."

"Don't you think the rule a good one?"

"Yes, sir."

"I suppose you must punish me, sir," he said, looking very much troubled.

Now William was about ten years old, was one of my best scholars, a very bright and generally obedient boy. He did not own a pocket knife, but had that morning borrowed one at home, and the temptation to try it on the new desk before him had proved too much for him. But his frankness in confessing his fault and condemning himself, added to his general good character, made me wish, if possible, to avoid punishing him. Yet how could I avoid it without appearing partial to William? The school-house was a new one, and I was anxious to leave it in good order at the end of the term. I turned the matter over a moment in my mind and then said to him:

"William, I can't bear to think of punishing you, for you are one of my best boys. But what can I do? If I let you go unpunished, how can I enforce the rule? And if that rule is disregarded we shall have a sorry-looking school-house when spring comes."

"I know it will be so sir," said he, looking more disconsolate.

"But is there no way that I can let you go and still save the desks?"

"I don't think there is, sir."

"You may lay aside your books and think about it for a while, and see if you cannot contrive some way, and I also will see if I cannot find one."

I turned away and engaged in other duties for some time, and then came back to him.

"Well, William, have you thought of any plan to save the necessity of that punishment?"

"No sir, I cannot see how you can do anything else with me?"

"Well, I have devised a plan which may possibly succeed. The boys are now to take their recess; and if, while you are out with them, you can induce them to pledge their word and honor that they will not whittle the seats or desks if you are not punished, I can let you go."

William seemed very little encouraged by this proposition. He evidently doubted whether the boys would give such a pledge. I stated the plan in presence of them all, and then gave them their recess. As I afterwards learned, William had not the courage to ask anybody for the pledge, but one of the older boys gathered them all around him and made a stump speech in William's behalf. "Boys" said he, "we don't any of us want to see Will whipped, and we can prevent it by just giving our word and honor that we won't whittle the school house. Now what do we want to whittle the school-house for? I'd rather have a good smooth desk before me than one all cut up, and so had any of you. Besides *we* ought to have some pride in keeping the house decent as well as the master. In giving this pledge we only *promise* not to do what we ought not to do any way."

"If we don't give it, Will must be whipped, and then if we cut the desks we shall be whipped with him. For my part, I am for giving the pledge with all my heart—who votes aye? He then put it to vote; and every one shouted "aye."

William came in with the cloud gone from his face, and said that the boys had all given the pledge. Others confirmed this report, so I dismissed him to his seat, and I was as glad as he at the success of the plan.

"But father," interrupted Mary, "did the boys keep their promise?"

"Yes, that they did, like real men of honor, I did not have to speak again on the subject during the whole winter, and in the spring you could not find on the desks beside that one notch, anything worse than pin scratches.

"I guess," said Henry, "they obeyed the rule better than if you had whipped William for breaking it."

"Yes, I have no doubt they did; but what do you think made them?"

"I guess," said Mary, "It was because they thought more about the rule, and saw how good and reasonable it was."

"And I guess," said little Andrew, "that they loved you more when they found out that you didn't want to whip them."

"I think, also, said Henry, "they felt glad to have you trust them like men, as you did when you asked William to get from them a pledge on their honor."—*Maine Spectator.*

A DEVELOPMENT OF THE FUNDAMENTAL NOTIONS OF GRAMMAR;

BEING AN INTRODUCTION TO BECKER'S SCHOOL GRAMMAR.

No. III.

Translated and Modified for the Wisconsin Journal of Education.

RELATIONS OF NOTIONS TO ONE ANOTHER.

§ 11.—The relation of notions to *one another* are either.

A. Relations of *notions of activity*, *e.g.*, to bloom, to bark, to notions of a *being, e.g.*, tree, dog; or

B. Relations of notions of *being*, *e.g.*, wine, tree, to notions of an *activity*, *e g.*, to drink, to bloom.

a. The relation of an *activity* to a *being* is:

(*a*). A *predicative* relation, if the activity of the being is predicated at the moment of speaking, and the notions are by the relations joined in *one thought.* (§ 2.)

Ex.—The tree blooms. The dog barks. The tree is large.

(*b*). It is an *attributive* relation, if the *general notion* of a being is *specialized* (reduced to a *sub-class*, or *individual*) by the activity. (§ 4.) The notions are by this relation joined in *one* notion, and that the notion of a *being*. We call the activity referred in this way to the being, an *attribute* (an activity already *ascribed* or attributed to it.)

Ex.—The blooming tree. The barking dog. The large tree.

Remark.—In the *predicative* relation a *thought*, *e. g.*, the tree blooms, represents itself as an *act* of the speaker. (§ 2.) In the *attributive* relation is represented not an *act of the speaker*—a *thought*—but a notion which has been formed by such an act.

The predicative relation is expressed in part by the inflection of the re- [illegible] and in part by the form word *to be.*

B. The relation of a *being* to an *activity* is called an *objective* relation, if the *general-notion* of the activity is *specialized* by the being. (§ 4.) This relation is either *completing* or *adverbial* (non-completing).

I. The objective relation is *completing*, if the general notion of a verb or adjective is specialized by the object, and at the same time *completed* by it. (§ 5). We distinguish the following particular kinds of the completing relation:

(*a*). The notion of activity requires for its completing an object thought as a *person*. (§ 10). This is called the relation of the *dative*.

Ex.—Obey thy father; I follow the leader; Your father serves the king.

(*b*). The notion of activity requires for its completion an object thought as a *thing*, (§ 10), and this in different ways:

1. The object is thought as a thing *calling forth* the activity: This is called the relation of the *objective genitive*.

Ex.—He is ashamed of *his name*; Think of *thy promise*; He is tired *of play*.

2. The object is thought as the *passive* object of a transitive activity. (§ 5). This is the relation of the *accusative*.

The child drinks milk. He plants a tree.

3. The object is thought as an *effort* of the activity. This is called the relation of the *factitive*.

He makes his house a *tavern*; He has become a *beggar*.

The completing relation is expressed sometimes by the *inflection* of the substantive (or pronoun); oftener by special form-words called *prepositions*.

II. The objective relation is *adverbial*, if the general-notion of the verb or adjective is reduced to a special-notion, by the object, but is not *completed* by it.

Adverbial relations include the *space-relation*, the *time-relation*, the *causal relation*, and the relation of *manner*.

(*a*). In the space-relation we distinguish:

1. The *place* (where) *e.g.*, he stands *upon the mountain*; the bird sits *in the cage*.

2. The *direction* of the activity, namely:

i. The direction *whence*, *e.g.*, he comes *from the mountain*, the bird flies *out of the cage*.

ii. The direction *whither*: *e.g.*, he goes *up the mountain*, he puts the bird *into the cage*.

With some verbs, as, to stand, to sit, to set, to lie, to lay, the spatial relation is *completing*.

Ex.—He lays the keys upon the table. The light stands upon the table. The mother lays her child in the cradle.

(*b.*) In the time-relation we distinguished the point of time which answers to the *when*, e. g. at evening, the first of May; and the *duration* of *time*, (*how long*), e. g. He works three days. He sleeps eight hours.

If another activity is so related to the predicate, that it is thought as cotemporary with the predicate, but not as a precise determination of the time of the predicate; it is called an *activity joined with the predicate.*

Ex.—He went thence *smiling. Astonished,* or *with astonishment* he heard the news. He obeys *in silence.* He goes *bare-headed.* Better be poor *with honor,* than rich *with shame.*

(*c.*) Under the *causal* relation are included the *ground* and the *aim* of an activity.

In the relation of the *ground* we distinguish,

1. The *effectual* ground.

Ex.—The streams are swollen *by the continual storms.* He has acquired a fortune *by his activity.*

2. The *possible* ground.

Ex.—*By continual storms* (if the storms continue), the harvest is destroyed *With a favorable wind,* (if the wind is favorable), we cross the lake in an hour.

3. The *adversation* ground, *i.e.*, the ground for the non-reality of a predicated activity.

Ex.—*With his great income,* he has the cares of life. He goes for a walk, *notwithstanding the rain.* He has gone on a journey *against his father's will.*

The ground is called the *real* ground, if it causes anything to take place according to the laws of nature.

The real ground is called the *active* ground, if it is thought as the actually *efficient* ground, and the subject of the predicated activity is thought as one that suffers the effect in itself.

Ex.—The grass is withered *by the heat of the sun.* The lead melts *with the heat.* He trembles *with cold*

The real ground is called a *means*, if not the ground, but the subject of the predicated activity is thought active and actually efficient, and the effect is thought as one had in view by the subject.

Ex.—He supports himself *by the labor of his hands.* He has deceived us *by his fine speeches.*

The real ground includes also the *material* of which any thing is made.

Ex.—To make bread *of potatoes.* To make an image *of clay.*

From the *real* ground we distinguish the *moral* ground (motive) which determines a person to *will* something.

Ex.—He wears furs *on account of the cold.* He retrenches *on account of his children.*

The contemplated effect of an activity is called the *aim* or *end.*

Ex.—He travels *for pleasure,*—reads a discourse *for edification.*

Not only the *spatial*, but the *time* and the *causal* relations are generally denoted, as in the examples cited, by those form-words which are called prepositions.

(*d*) The relation of *manner*, *how* any thing is done, is expressed by special forms of notion-words, called *adverbs* of *manner*. It is also denoted by prepositions.

Ex.—He speaks *loud.* He labors *industriously*, or *with industry.*

Remarks.—By *manner* is understood an *activity* which is taken up into the notion of the predicated activity in such a way that with this it constitutes only *one notion*, *e.g.* to *cry aloud* (to scream), to go *fast* (to run, to hasten). Adverbs of manner are therefore commonly formed from *adjectives*, or substantives of *abstract* signification. Like adjectives they also commonly represent the notion in an *antithesis*, *e.g.* to speak *loud* and *soft*, to write *well* and *ill*, to run *fast* and *slow*,

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the March Number.*)

POWERS AND DUTIES OF OFFICERS.

Q. Has the County Treasurer a right to deduct fees on the apportionment which passes through his hands?

A. The statutes give the County Treasurer the right to charge two per cent. on all moneys passing through his hands. Of course this includes all school moneys. But the County Treasurer can make no further deductions, in payment of drafts, express charges, and the like, as his fees must cover all such expense.

Q. In case of an alteration of a district, when the Town Officers are called in to act with the Town Superintendent, can they adjourn as they may deem expedient?

A. The Board formed as above, possesses all the rights and powers of a Town Superintendent, and can adjourn the hearing, which adjourned meeting will possess all the authority of the first.

Q. Have the District Board full authority to select library books.

A. They have not. This power rests entirely with the district, who are empowered, at a district meeting to direct, by vote, the purchase of such books as they see fit. In case any one person is authorized by the district to prepare a list, it must be approved by the district before the purchase is made.

Q. Has the Town Superintendent power to dismiss a teacher against the wishes of the people of the district?

A. The Town Superintendent can not dismiss a teacher under any circumstances. He can annul his certificate, which renders the contract void, and thus in effect dismisses the teacher.

Q. If the Town Superintendent makes an illegal decision, or performs an illegal action, would a District Board be justified in treating it as a nullity?

A. All decisions of the Town Superintendent are binding until reversed, illegal as well as legal. An illegal decision may be set aside on appeal, but it is not void at once, and can not be treated as void until it is reversed.

Q. Can the District Board allow the use of the school-house for any private purpose?

A. They can not, except by the unanimous consent of the district. The Board are entrusted with the care of the school-house in the capacity of school officers, and not as private individuals. Consequently they have no power except in their corporate capacity, and have no authority to personally let the house for any private use.

Q. How long do officers appointed to fill a vacancy hold office?

A. Only until the next annual meeting, when the vacancies must be filled by election. All appointments are in their nature temporary.

Q. Can the District Board enforce the use of any particular text-books?

A. The Board can determine what text-books are to be used in school, and the teacher is not required to hear recitations from any other. It is doubtful whether a refusal on the part of scholars to provide themselves with the adopted books, would render them liable to expulsion.

Q. Can a Town Superintendent add territory from his own town to a joint district, or take away territory wholly within his town from a joint district?

A. He can not. It is equally an alteration whether territory is added or taken away, or whether the territory is wholly within his town or not,

and all alterations of a joint district must be made by the concurrent action of the Superintendent of all the towns in part embraced in the district.

Q. Has the Clerk a discretionary power to call a special meeting, or must he call it upon the request of five voters?

A. The discretion rests with the people. If five voters request the Clerk to call the meeting, it is his duty so to do. It is not his business to decide upon the propriety of such a course.

Q. If the Clerk refuses to draw a warrant on the Treasurer when ordered to by a vote of the district, what remedy has the district?

A. The Board can either declare his office vacant, or order an action to be brought against him for malfeasance in office. In most cases the last course would be preferable, as it is not advisable to resort to removal except in extreme cases.

ASSESSMENT AND COLLECTION OF TAXES.

Q. In case a tax is duly levied, and is in the collector's hands, when the district is divided, how must the tax be collected, and how paid over when collected?

A. The tax thus levied must be collected the same as though no division had taken place, and the money thus raised must be added to the assets of the district upon a division of property. A division does not annul any acts of a district which have been wholly or partially carried into effect, and the state of the case at the time of the levy of the tax, and not at its collection, will govern. This principle will also apply in cases where there is no division of property.

Compiled from the records of the Department, by

S. H. CARPENTER,
Assistant State Superintendent.

NOTICE TO TOWN SUPERINTENDENTS.—The new edition of the School Law is now ready for distribution. Towns will be supplied upon application to this Department. The Laws of 1859, amendatory to the School Law, will be issued immediately for the accommodation of those having the old edition.

BLANKS.—The Blanks have been sent out from this Department for the Annual Reports of District Clerks and Town Superintendents. Those who do not receive them by July 1st, are requested to inform this Department, in which event they will be immediately forwarded.

THE JOURNAL OF EDUCATION, sent by the State to Town Superinten-

dents and District Clerk, must in all cases be considered as Public Property, and be preserved and delivered to successors in office, or placed in the District Library, as the law directs,

In no case will the State furnish numbers or volumes that have been lost through carelessness.

S. H. CARPENTER,
Assistant State Supt. of Public Instruction.

NORMAL SCHOOLS.

Proceedings of the Board of Normal School Regents at their meeting, June 22d, 1859.

Board met at 5 o'clock P.M.

Present—Hon. C. C. Sholes, President, Hon. W. E. Smith, Messrs. Bean, Cooke, Chapman, Clarke, Maxon, Robbins, Cary, and Draper.

Minutes read and approved.

The committee appointed at the annual meeting in April, (Messrs. Bean, Cook, and Draper), to revise the course of study of the Normal Departments, and the system of rules and regulations for their government, and to prepare blank forms for their annual reports, made their report which, with slight amendments, was adopted.

A committee, consisting of Messrs. Bean and Cook, was appointed to report in the evening on the duties of the Agent.

Adjourned to 8 o'clock.

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8 o'Clock.

Board met, all the members present.

The committee on duties of the Agent made their report, with the following Preamble and Resolutions:

Whereas, The Hon. Henry Barnard has heretofore signified his acceptance of the office of agent of this Board, tendered him at a meeting held on the 5th of Oct. last: —therefore

Resolved, That he be invested as such agent with full power of supervision and control over such normal institutions as shall apply for a participation in the normal school fund.

Resolved, That as such agent he be instructed to obtain and transmit to this Board full information as to the course of discipline and study in conformity with the resolutions of this Board as he may think best.

Resolved, That as such agent, he be authorized to prepare and have printed all necessary blanks and documents for the conduct of his examinations.

Resolved, That as such agent, he be authorized to hold Teachers Institutes' in vari-

ous parts of the State, to deliver educational addresses; and for the better discharge of his duties to employ, in connection with a committee of this Board, such assistants as may be found necessary.

Which was adopted.

On motion of Mr. Robbins, a committee of three was appointed to confer with a committee of the University Regents, now in session, to fix upon a salary for Dr. Barnard.

Messrs. Robbins, Cooke and Cary, were appointed said committee.

On motion of Dr. Cooke.

Resolved, That the Secretary and Agent be and they are hereby requested to prepare such a brief statement of requirements, etc., as they may deem necessary for the information of such institutions as apply for the benefit of the Normal School Fund.

Adopted.

By Mr. Clark.

Resolved, That the President and Secretary be authorized to draw warrants on the Treasurer in favor of such assistants as may be employed by the Agent of the Board for such amounts as may be found due on a certificate of the Agent as to the time of service and expenses of the assistants.

Adopted.

On motion of Mr. Bean,

Resolved, That an appropriation of $250 be placed in the hands of Prof. Barnard, the Agent of this Board, for the purpose of defraying the contingent expenses in holding Teachers' Institutes.

Adjourned to 23d at 9 o'clock.

JUNE 23d.

Committee appointed last evening, reported that they had had a conference with the committee of the Regents of the University, and reported the following resolution, which was unanimously adopted:

Resolved, That this Board fix the salary of Dr. Barnard as our agent of the Normal Schools at $1,250 be paid quarterly out of the Normal School Fund.

Adjourned. S. CHAPMAN, Sec'y.

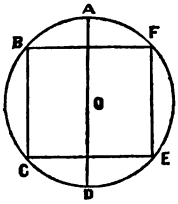
FRANCIS C. WOODWORTH, late editor of *Woodworth's Youth's Cabinet*, died of consumption, on Sunday morning, June 5th, on board the steamship from Savannah, in which city he had been during the winter, for the benefit of his health.

The Board of Education of N. Y. City have resolved by a vote of 21 to 16 to require the reading of the Bible in all the public schools of that city.

The voice of provocation is the voice of God calling us to the practice of patience.—*Beecher.*

Mathematical Department.

Solution of Problem 21.—Let A B C D E F be a section of the sphere perpendicular to the base of the cylinder, and cutting their common center O. Put A D=2 R=diameter of the sphere, B C $2x$=altitude of the required cylinder, B F=$2y$ =diameter of cylinder, and S=its solid contents.



Then, $y^2\, 2x\, \square = S$. . . . (1.)

$y^2 = R^2 - x^2$, ... (2.)

Or combining, . . . (1) and (2.)

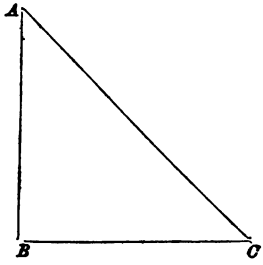
$$R^2x - x^3 = \frac{S}{2\square} \quad . \quad . \quad . \quad (3.)$$

If we increase x by z, and denote the corresponding cylinder by S′, we have $R^2x + R^2z - x^3 - 3x^2z - 3xz^2 - z^3 = \frac{S'}{2\square}$, from which substracting (3), and dividing by z, we get $R^2 - 3x^2 - 3xz - z^2 = \frac{S' - S}{2z\square}$

If we put $z=0$, then S′=S, and the above becomes $R^2 - 3x^2 = 0$; hence $2x$=altitude of cylinder=$2R\sqrt{\frac{1}{3}}$. This value of x in (2) gives $2y = 2R\sqrt{\frac{2}{3}}$. Or thus: Differentiating (3), and observing that because S is a maximum, dS=0, we get $R^2dx - 3x^2dx = 0$; or, $R^2 - 3x^2 = 0$, as above.

A. W. Whitcom.

Solution of Problem No. 22.—Let A B C be the triangle. Place the perpendicular A B=x^2, then by the problem $x^3 - x$ will equal the base B C. Since the area of the triangle is equal to one acre, or 160 square rods, we have the equation $\frac{x^2(x^3 - x)}{2} = 160$, which reduced gives $x^4 - x^3 = 320$. Solving this equation we find x=4,508 nearly. Hence, x^2=20,277 + rods =A B and $x^3 - x$=15,774+rods=B C.

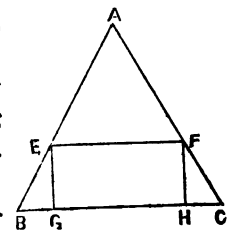


L. Campbell.

Another Solution of Problem No. 22.—Let x=the base, and y the perpendicular. Then by the conditions of the problem $x-y-\sqrt{y}$ (1) and xy =320 square rods (2). Substituting the value of x in equation (1) in equation (2) we have $y^2-y\sqrt{y}=320$, which being solved, gives $y=20{\cdot}2814$ rods. Substituting this value in equation (1) we have $x=15{\cdot}7779$ rods.

JAS. M. INGALLS.

Solution of Problem No. 24.—Let A B C represent the cone, h its perpendicular height, D the diameter of its base, and E F G H the required cylinder. Let x=the height of the cone, A E F, y=the diameter of its base=the diameter of the cylinder, and $h-x$=the altitude of the cylinder. Hence $\cdot 7854\ y^2(h-x)$=the solidity. We may now find the relation between x and y by the following proportion $h : D :: x : y$. Therefore, $y=\frac{Dx}{h}$.



Substituting $\frac{Dx}{h}$ for y, and omitting constant factors we have $x^2(h-x)$=maximum. Placing the differential of this expression=0, we find $x=\frac{2}{3}h$. Hence $h-x=\frac{1}{3}h$=the altitude of the cylinder, and $y=\frac{2}{3}D$=its diameter.

L. CAMPBELL.

Solution of Problem No. 26.—The position of the bearing pole will not be varied by supposing the whole weight to be at the timber's center of gravity; which, by the conditions given, is at the center of magnitude. Let a=the length of the timber. Since C is to support *half* as much as the bearing pole, C's distance from the center of gravity must—by the principle of the lever—be *twice* as great as that of the bearing pole; but C's distance=$\frac{1}{2}$A; hence the pole's distance=$\frac{1}{4}$ A from the center; or, $\frac{1}{4}$ the length of the stick from the end opposite C.

A. W. WHITCOM.

Solution of Problem No. 27.—Let R=the radius of the cone, and x the altitude. Then we have $x : R :: 4 : 3$. Hence $R=\frac{3x}{4}$ (1). Also, $\square R\sqrt{(x^2+R^2)}+\square R^2 : \frac{\square R^2 x}{8} :: 1 : 80$. Hence $\sqrt{(x^2+R^2)}+R : \frac{Rx}{4} :: 1 : 80$. Hence $80\sqrt{(x^2+R^2)}+80R=\frac{Rx}{3}$. Substituting the value of R given in equation (1) and reducing we have $9x^2-4320x=921{,}600$. Hence $x=640$, and R=480.

JAS. M. INGALLS.

[We have received from Mr. Ingalls an answer to Mr. Whitcom's communication in the Mathematical department of the last Number, but must postpone it for want of room. We have a number of problems on hand, which will appear in due time.—ED.]

CORRECTION.—The following typographical errors occur in Mr. Ingalls' solution of problem No. 6, in the June Number: "Fifteenth line from the bottom, for *C F b*, read *c F b*; eighth line from bottom, the sign between *ds* and *d t* within the parenthesis should be + instead of —; fifth line from bottom, for *ds* read *s*."

Editorial Miscellany.

DISAPPOINTMENT.—When the June Number was issued, we thought that arrangements were perfected by which we should be enabled to present the first Number of Vol. 4 in a new dress, but alas for human calculations in this age of dispatch! After waiting and writing, and waiting and telegraphing, and waiting again till near the close of the month, we were obliged to set up the Journal with the same old type, and to borrow cover paper at the last moment, having failed in every attempt to procure the kind we wished. We regret this very much, as we had set our heart on getting out a beautiful specimen number this month; but we must "learn to labor and to *wait*" another month.

THE STATE UNIVERSITY.

A special meeting of the Board of Regents was held in the Capitol on the 22d ult. Communications were made to the Board by Chancellor Barnard and several of the Professors in relation to special matters of interest to the University.

The following resolution was reported by Mr. Tenney, from a special business committee and adopted, to-wit:

Resolved, That the Executive Committee are hereby authorized to make arrangements with the Board of Education of the city of Madison, for the accommodation and instruction of students of the University in the Normal and Preparatory Departments, with the pupils of the Public High School in the same studies, provided such arrangements do not diminish the advantages of the University students, and do not impose any additional expense on the University.

A resolution was also reported from the same committee, and adopted, for establishing a Polytechnic School in the University.

Dr. DAVID B. REID of the University of Edinburgh, was elected to fill the chair thus established, at a salary of $1,500 per annum.

The salary of the Chancellor was fixed at $1,750 per annum, which with the sum allowed him by the Normal Regents as their agent ($1,250), makes $3000.

The new Chancellor has been cordially received by every one connected with

the University, and it seems to be acknowledged by all that its prospects were never more encouraging. As agent of the Normal Board, Dr. Barnard is preparing a plan of operations calculated to embrace all the agencies which can be made to subserve his purposes in advancing the educational interests of the State. That he will meet with a hearty co-operation on the part of all our people, is not to be doubted, and we look with confidence for valuable improvements and great progress in the right direction as the result of his large experience and devotion to the good work.

WISCONSIN STATE TEACHERS' ASSOCIATION.

THE SEVENTH ANNUAL MEETING OF THE WISCONSIN STATE TEACHERS' ASSOCIATION WILL BE HELD AT MADISON, COMMENCING ON TUESDAY, JULY 26TH, 1859, AT 3 O'CLOCK P.M.

The Executive Committee have called the meeting one week earlier than usual, that they might thereby secure the attendance of Henry Barnard, LL.D., whose prospective relations to the teachers of the State, as Agent of the Board of Normal School Regents, render it especially desirable that he should meet them at their annual gathering. Dr. Barnard will be inaugurated Chancellor of the State University on Wednesday—Commencement Day—and a part of his inaugural discourse will, by invitation, be especially addressed to the teachers of the State.

The opening address will be given by the President, A. Pickett, of Horicon.

A complete programme can not now be given, but it is expected that besides those which may not be definitely announced, addresses will be made as follows:

"Upon the Method of Governing a School so as to Secure Moral Development"—By Prof. E. P LARKIN, Principal of the 2d Ward High School in Milwaukee.

"Upon Mental Development; How Secured"—By E. C JOHNSON, Principal of the High School in Fond du Lac.

"Upon Religious Instruction in Common Schools"—By Rev. M. P. KINNEY, of Racine.

"Upon Physical Geography"—By Prof. E. DANIELS, of Waukesha.

"Report upon the Revision of the School Law"—By Rev. J. B. PRADT, of Sheboygan.

"Essay"—By Miss E. L. BISSELL, of Hartford.

On Thursday Evening there will be a Social Gathering at the City Hall, where, as we are authorized to state, the citizens of Madison will be happy to meet the teachers and strangers from abroad.

The annual election of officers will occur on Friday Morning.

Madison offers a cordial welcome to the Association, extending her hospitality to all who may attend, and it is hoped that there will be a large representation of teachers and friends of education from all parts of the State, as we feel warranted in assuring them that all reasonable efforts will be made to secure an interesting and profitable session.

The usual arrangements have been made with most of the R.R. Companies in the State, to *Return Free*, those who receive the necessary certificate of attendance from the Secretary of the Association.

JAS. W. STRONG, *Secretary*. A. PICKETT, *President*.

MADISON, WIS., *July 1st*, 1859.

GLOBES! GLOBES!

The reputation of the Franklin Globes has already outrun the necessity for description. The manufacturers have recently added to their list a splendid thirty inch Terrestrial Globe, the largest ever made in this country. The Franklin Globe Manual is designed to facilitate the study of the Globes, and includes a description of the various terrestrial and celestial phe-

mena, problems on the Globes, elements of astronomy, the planets, and laws of planetary motion. We are convinced that the study of geography, with the use of the globe, under a judicious teacher, would be greatly simplified, and instead of general notions, the pupil would obtain accurate knowledge. The illustrative designs in this work are finely conceived and well executed. We beg leave, here, to make a suggestion to teachers and school officers. A pair of ten inch globes will cost 22 dollars. The Terrestrial Globe can be had for 11 dollars. The cost of a common school geography is about 1 dollar. Let twenty-two scholars (or their parents for them) pay one dollar each, and procure a pair of globes, or half a dollar each for the terrestrial and let the teacher, if not already read up in the use of the globes, review this manual carefully, and we will venture that three months experience will satisfy the most incredulous of the value of our suggestion.—*New York Teacher.*

NATIONAL TEACHERS' ASSOCIATION.—The Second Annual Meeting of the National Teachers' Association, will be held in Washington, D. C., on the Second Wednesday, the 10th of August next, commencing at 9 o'clock, A.M.

At this meeting, Lectures are expected from the following gentlemen, viz.:

Introductory Address by the President, Andrew J. Rickoff, of Ohio, Cincinnati

Lecture by Elbridge Smith, of New England.

Lecture by J. N. McJilton, of Maryland.

Lecture by James Love, of Missouri.

Lecture by Mr. ———, of the South West.

Several Essays and Reports are expected from gentlemen of different sections of the country.

The order of exercises will be announced at the meeting. Measures have been taken to make this the largest, most interesting, and influential educational meeting that has ever been held in the country. A large number of the most distinguished educators, representing every department of instruction, are expected to be present and participate in the deliberations of the meeting.

It is proposed, in order to the fullest discussion of such subjects as may be presented for consideration, that the Association divide itself into Sections, after the manner of the "Scientific Association," and thus afford time for freedom of debate and mature action on all subjects presented. This arrangement will afford the members an opportunity to engage in such Sections as have under consideration questions in which they are particularly interested.

It is expected that papers embracing the several departments of instruction, from the Primary School to the College and University, will be presented.

The Local Committee, at Washington, the chairman of which is Prof. Z. Richards, is actively engaged in making preparation for the meeting. Gratuitous entertainment will be given to ladies, and a reduction of fare made to such as put up at the public houses. A reduction of fare has also been secured on the principal lines of travel. Thus all who are interested can attend this meeting, and at small expense.

Educational Journals and other papers, friendly to the objects of the Association, are respectfully requested to insert this notice.

Further particulars may be had by addressing the President, A. J. Rickoff,

Cincinnati, Ohio; Z. Richards, Washington, D. C.; D. B. Hagar, Jamaica Plains, Mass.; C. S. Pennell, St. Louis; or the Secretary, J. W. Bulkley, Brooklyn, New York. By order of the Board.

BROOKLYN, June 10th, 1859. J. W. B., Secretary.

SABBATH SCHOOL CONVENTION.—A convention of the friends of Sabbath Schools was held at Racine on the 16th, 17th, and 18th ult., which was largely attended, and altogether a very interesting and profitable gathering.

A similar Convention for Northwestern Wisconsin, was held at Fond du Lac on the 24th ult.

MILTON ACADEMY.—The anniversary exercises of this academy will take place on the 2d and 4th of July. Hon. Carl Schurz has accepted an invitation to address the literary societies connected with the institution on the evening of the 2d.—*Janesville Gazette.*

WAYLAND UNIVERSITY.—The annual examination of classes in Wayland University took place on Monday and Tuesday, June 27 and 28.

Commencement exercises took place on Wednesday afternoon, at the same place, at 2 o'clock.

PLATTEVILLE.—The examination at the academy occupied the 28th and 29th ult; the 30th was devoted to the commencement exercises, and the 1st instant to a social gathering, a pic-nic, etc.

STATE TEACHERS' ASSOCIATION.—It will be seen by the notice in another place that the annual meeting of the Association has been called in this city on the 26th inst. This was done for two reasons; to secure the presence of Chancellor Barnard (who is obliged to be absent during the month of August), and to give the teachers the benefit of the commencement exercises, and the inauguration of Dr. Barnard. Dr. McGuffey, the celebrated author and teacher, is to be present, and deliver an address before one of the societies connected with the University, and several other gentlemen are expected to take part in the exercises, increasing the interest of the occasion, and tending to connect together, in harmonious action, the different parts of our educational system.

We confidently expect an interesting meeting, and hope that teachers generally will endeavor to be present. As another number of the Journal will not be issued before the Association convenes, notice of the arrangements in regard to fares over railroads, and stage routes, entertainments at this place, etc, will be given in the papers generally.

IOWA—N. W. Mills & Co., of Des Moines, commence this month the publication of a magazine entitled the *Iowa School Journal*, to be devoted to the Educational Interests of Iowa, and the dissemination of General Intelligence. $1,00 per an-

TAFTON.—The closing exercises of the academy take place on the evening of the 1st instant.

BELOIT.—The annual commencement of the Beloit College, will take place on Wednesday the 13th instant.

RACINE COLLEGE.—The annual commencement of Racine College is appointed to be held in Titus Hall, at Racine, on Thursday, July 28th ensuing.

NEW SCHOOL HOUSE AT MUKWONAGO.—Proposals are advertised for building a new school house in District No. 3, of the village of Mukwonago, in this county. The building is to be of brick, 37 by 57 feet, and two stories high.—*Waukesha Freeman.*

BOOK TABLE.

New Elementary Algebra, embracing the first principles of the science. By Chas. Davies, LL.D., Professor of Higher Mathematics, Columbia College. New York: A. S. Barnes & Burr, 51 and 53 John Street. 1859.

This is a new and improved edition of the well known work of Prof. Davies, so long in use in our schools.

It is characterized by conciseness, clearness, and both logical and mathematical correctness of statement, illustration, and definition—and the changes and improvements which have been adopted, make it a valuable exponent of the principles of the interesting and important branch of mathematical investigation of which it treats.

Robinson's Algebras. An elementary treatise on algebra, designed as first lessons in that science. By H. N. Robinson, A. M. Tenth standard edition. New York: Ivison & Phinney. Chicago: S. C. Griggs & Co.

University Algebra. By the same author and publishers.

These works are not so well known in this State as they are in the East, but wherever they have been used, they are warmly commended.

The author is an accomplished mathematician, and experienced teacher, peculiarly well fitted for the work of preparing text-books on his favorite study—and the works give evidence on every page, of the skill and fidelity of the compiler.

One peculiarity of these treatises is the condensation, or shortening of complicated and tedious operations, and the simplifying of statement and illustration whenever expedient, so as not to sacrifice perspicuity to brevity. Having never used the books in the school-room, our opinion has been formed upon examination only, but that examination has been continued for some time, and has been as carefully made as the pressing nature of our duties would permit; and we have

the testimony of several experienced teachers and good mathematicians, with whom we are acquainted, confirming the opinion that they are very valuable text-books.

Robinson's Elements of Geometry.
Robinson's Analytical Geometry and Calculus.
Robinson's Surveying and Navigation.
Robinson's University Astronomy.

We have not had time to give the last named books as careful an examination as we gave the algebras, but we have looked over them enough to see that they are prepared on the same plan, and present the same excellencies as those first named. We find in the treatise on surveying several practical directions and simple illustrations of methods of running boundary lines, and of subdividing tracts of land, not usually met with in the text-books; the variation and declination of the needle are fully treated of.

The chapter on original surveys, and the duties of a surveyor, is original and interesting, and the whole work is well calculated not only to assist the practical surveyor, but to make through scholars, by developing thought and teaching independence and self-reliance.

The Astronomy is used in the State University, and we have been assured by Prof. Sterling that it is a good text-book in that branch of study. Taking the series as a whole, it is eminently worthy of the consideration of teachers, and others interested in mathematical investigation.

A School Register, for recording attendance, recitations, and deportment in classes, designed for the use of colleges, academies, and schools, by N. C. Brooks, A.M., President of the Baltimore Female College, and author of a series of Greek and Latin classics. New York: A. S. Barnes & Burr, 51 and 53 John Street. 1859.

A register is a necessary part of a teachers outfit in the school-room, and a *good one* will be welcomed by every one who has charge of a school.

This one has been prepared by a practical teacher, and will answer a good purpose, in assisting to classify the pupils in a school, show the attendance, deportment, etc. It is arranged for five days' school in each week, and eleven weeks to the term, but may be used for terms of any length. It is neatly bound in cloth, and with proper care will serve several terms in a large school.

The Microscopist's Companion; a popular manual of practical microscopy, designed for those engaged in microscopic investigation, schools, seminaries, colleges, etc., and comprising selections from the best writers on the microscope, relative to its use, mode of management, preservation of objects, etc., to which is added a glossary of the principal terms used in microscopic science. By John King, M.D. Illustrated with one hundred and fourteen cuts. Cincinnati: Rickey, Mallory, & Co.

This new work by Dr. King contains accurate descriptions of microscopes of various, styles, and prices; directions for the use of the instrument; for the preparation of objects, and the chemicals necessary to use them, and a large amount of information on matters connected with microscopic observation generally. The work is worthy of a large circulation.

Hints toward Physical Perfection, or the Philosophy of Human Beauty, showing how to acquire and retain bodily symmetry, health, and vigor, secure long life, and avoid the infirmities and deformities of age. By D. H. Jaques. New York: Fowler & Wells, 308 Broadway, 1859.

The subject of physical education has of late received considerable attention, and educators generally, have learned by experience that the highest mental and moral cultivation can not be attained unless measures be taken to secure corresponding physical development. We welcome this book as a powerful advocate for a good cause, presenting, as it does, in a clear and simple style, ideas and arguments which appeal to the strongest feelings of our nature, our love of life, health, and beauty, enforcing the obligation upon us to learn and obey the laws of nature, if we wish to attain perfect manhood or womanhood, and embodying many valuable thoughts and facts in human physiology, hygiene, etc. It is beautifully printed on fine white paper, and is profusely illustrated. We do not accept all its theories, but commend it to our readers as a very interesting and useful work.

The American Debater, being a plain exposition of the principles and practice of public debate, wherein will be found an account of the qualifications necessary to a good deliberative orator, as also the mode of acquiring them, the rules of order observed in deliberative assemblies, debates in full, and in outline, on various interesting topics, numerous questions for discussion, forms of a constitution for literary clubs, or debating societies, etc., etc. By James N. McElligott, LL.D., author of the "Analytic Manual," "Young Analyzer," etc. Third edition. Chicago: S. C. Griggs & Co., 111 Lake Street. New York: Ivison & Phinney, 48 and 50 Walker Street.

When we say that this work is all that its title indicates it to be, we have given it the highest praise that we are capable of giving, and we are satisfied that if all our young men would give the book a careful perusal, it would benefit them materially, and fit them to take a place in the "debating school" or literary society, with pleasure to themselves and profit to their auditors.

A Manual of Devotion, or Religious Exercises for the Morning and Evening of each Day in the Month. For the use of Schools and Private Families. By N. C. Brooks, A.M., President of the Baltimore Female College. New York: A. S. Barnes & Burr. Baltimore: J. W. Bond & Co. 1859.

The exrcises in this book for each day consist of a hymn or two, a collection of texts from Scripture, to be read alternately by the teacher and his pupils and

a form of prayer to be used if thought best. The hymns seem to be judiciously selected, the texts of Scripture cover the whole ground of faith maintained by the church at large, and the forms of prayer are, in the main, simple and impressive.

We think that the adoption of this or some similar work as a compromise between those who favor, and those who oppose the reading of the Bible in school, would be a judicious measure, and tend to prevent the irritation and ill-feeling which must prevail where the matter is made a subject of discussion.

Barnard's American Journal of Education.—We beg to call the attention of our educational friends to this cyclopedia of education. It is unrivalled in this department of investigation. The *Westminister Review* freely admits, that "England has as yet nothing in the same field worthy of comparison with it." Chancellor Barnard has deposited several sets of this work, handsomely bound in cloth, with the Superintendent of Public Instruction for sale,—five volumes, averaging over 800 pages each, with over thirty engravings on steel of the most distinguished of American educators. The price of the set is $12,50. Any orders addressed to the State Superintendent, or the editor of this Journal will be attended to promptly, and the work forwarded according to directions.

The Great Republic Monthly for July is a superior number, giving nearly thirty articles, some of them well illustrated. "Valparaiso" and "The Pawnbrokers of New York" are very interesting sketches, as are also the two entitled "Gerald Massey" and "Posthumous Poem of Frances S. Osgood." The paper, print and illustrations are much improved, and the magazine is making its way, and making good its claims upon the reading public. As this number commences a volume, now is the time to subscribe. See terms in the June number of the Journal.

The Atlantic for July is received and presents its usual variety of readable articles. The following is the table of contents for this month: "Thomas Paine's Second Appearance in the United States;" "Of Books and the Reading Thereof;" "After the Ball;" "Rock, Tree, and Man;" "Chip Dartmouth;" "Seen and Unseen;" "Percival;" "Zelma's Vow;" "Wm. Shakspeare, Attorney and Solicitor;" "The Ministers Wooing;" "The Professor at the Breakfast Table;" "Art;" "Reviews and Literary Notices." The publishers offer premiums of valuable books to any person sending five, eight, ten, fifteen, or twenty subscribers names, accompanied with the money, at the rate of $2,00 for each subscriber. Address, Phillips, Sampson & Co., 13 Winter St., Boston.

The Ladies' Home Magazine for July is on our table, filled with good reading and good pictures. This is a first rate family magazine, especially valuable to mothers and house-keepers. We send it with the Journal to new subscribers for two dollars a year.

RAYMOND'S $10 FAMILY SEWING MACHINE.

The most valuable improvement of the age, which took the FIRST PREMIUM at the Maine State Fair in 1858, over all other Machines on Exhibition. Patented, March 9, 1858.

BOWEN & PARKER, OF MADISON, WISCONSIN,

Having purchased the entire right of this State in the above mentioned machine, are now prepared to sell County and Town Rights, and machines, upon very liberal terms.

This Machine takes from Eight to Sixty stitches to the inch, uses needles and thread of any size, and operates on thin or thick work.

This machine does away with all that is expensive in the high priced machines, and is so simple that any lady can learn to run it well in half an hour, while it will run for months with little liability of getting out of order. Raymond's Ten Dollar Family Machine is just what is needed and wanted for all kinds of family sewing, and will soon prove itself to be an indispensable attachment to every well regulated family.

With these advantages we place it fearlessly before the public, with the full assurance that its real merits must be apparent to every discriminating eye.

READ THE FOLLOWING:

From the report of the Committee on Machinery of the Agricultural Society of the State of Maine:

"*While it is conceded by your committee that the Wheeler & Wilson machine, exhibited, is the best of all the machines, and that the other high priced machines exhibited, are excellently constructed, and perform their work admirably, yet your committee agree in the opinion that the RAYMOND $10 MACHINE IS EMINENTLY SIMPLE, THOROUGH, AND FIRM. * * * * So far as the several members of the committee can judge, they honestly believe, that there is A FAR GREATER DIFFERENCE IN THE PRICE of the several machines than in their USEFULNESS, and they consider the balance to be in favor of the RAYMOND MACHINE,*" etc.

Office in Madison, in PARKER'S JEWELRY STORE, Next to the Old U.S. Block.

EAST.—New favorite Route, via Detroit & Milwaukee and Great Western Railways.

The First Class Side-Wheel Steamers "City of Cleveland," Capt Heber Squier, "Cleveland," Capt. Dougall, will leave D, & M. R.R. Dock, foot of Main St. Milwaukee.

12·00 M. Daily (Sundays excepted), for Grand Haven, arriving at 8·45 P.M. Detroit at 6 A.M., Suspension Bridge 4·50 P.M. Albany 4·40 A.M., New York 10 A.M.

8·00 P.M. Daily for Grand Haven, arriving at 4·00 A.M., Detroit at 12.15P.M. Suspension Bridge 9·55 P.M., Albany 8·30 A.M., New York 1.30 P.M., Boston 4·00 P.M

The 8 P.M. Boat on Saturday, connects with 4·00 A.M. Train on Monday morning.

Making close connections at Detroit with trains for all points East, and with Steamers for Cleveland. No Extra Charge for Berths or State Rooms on the Steamers. Freight carried at extremely low rates, which rates include Lake Insurance. Fare by this route less, and distance shorter by ninety-six miles, than any other to the East. W. K. MUIR, Supt.

H. O. WILSON, General Western Agent, Milwaukee. WM. GRAHAM, Freight Agent, Milwaukee. TICKETS for sale at Mil. & Miss. Depot, Madison. A. G. DARWIN, Ag't.

Chicago, St. Paul, & Fond du Lac Railroad.—Spring Arrangement, 1859.

Until further notice, Two Trains Daily from Madison to Chicago, via Janesville, connecting at Clinton with Racine and Mississippi Railroad for Beloit, etc.

TRAINS LEAVE MADISON—Accommodation at 6 A.M.; Express 12,25 P.M
TRAINS LEAVE JANESVILLE—Accommodation 8.10 A.M.; Expres 2.30 P.M.
TRAINS ARRIVE IN CHICAGO AT—Express 12,25 A.M; Accommodation, 6.40 P.M

Trains coming out of Chicago for Madison & Prairie du Chien, leave at
Express 9.30 A.M.; Accommodation 4 P.M.

Connecting in Chicago with trains on Michigan Southern, Michigan Central, and Chicago & Fort Wayne Railroads, for East & South;

FREIGHT TRAINS LEAVE DAILY, P.M.

☞ Passengers from Madison, going to Chicago on business, can go through without change of Cars, and make good connections with all trains East and South-West.

E. D. ROBINSON, Gen'l Ticket Ag't. G. L. DUNLAP, Supt.

H. D. FILKINS, General Western Agent.

THE

Wisconsin Journal of Education.

VOL. IV. AUGUST, 1859. NO. 2.

OUR SYSTEM OF SCHOOL SUPERVISION.*

The committee on colleges, academies and common schools, on the points to be considered upon the question of abolishing the office of school commissioner and re-establishing the office of town superintendent, report:

1st. The relative efficiency of the two modes of supervision.

The object of any supervision is to become acquainted with the character and progress of the various schools; the methods of instruction; their comparative merit; the condition of the school houses; the degree of interest manifested by parents and patrons; the efficiency of school officers; and perhaps more than all, the standard of qualification of the teachers, as determined by literary attainments, an enterprising spirit, an intelligent apprehension of the nature and objects of education, and the best methods of promoting it, and by skill and tact as evinced in a successful experience; and then, upon the knowledge thus gained, to make such suggestions and adopt such plans for improvement, as shall be best adapted to promote the object in view.

The more extended and general this survey of the actual condition and wants of the school can be made, in order to secure a wider range of uniform influences favorable to improvement, the more efficient must be the action founded upon the information acquired. The prevailing difficulties and embarrassments in one town, will not greatly vary from those in a dozen other towns in the same locality; hence the best measures to im-

* Report of the Legislative Committee on Colleges, Academies and Common Schools, on the bill relative to abolishing the office of School Commissioner, New York.

prove the condition of things in one town, will in all probability be equally applicable to all. Thus from these wider surveys of the working of the system, a more comprehensive and intelligent idea of the educational needs of a community can be gained, a deeper and more thorough knowledge of the *principles* of educational policy will be derived, and a more consistent, thorough and general plan of means be adopted to correct existing evils,

Under a separate town supervision the standard of qualification for teachers may vary in each town. It is scarcely possible, indeed, to promote any uniformity in this respect, or any concert of action for mutual improvement under a local town supervision.

On the other hand a supervision by Assembly districts, tends greatly to promote uniformity in plans and methods, and concert, hence efficiency of action. The commissioner can demand and secure a uniform standard or grade of qualifications for teachers; can see that they are uniformly instructed in the principles and practice of teaching; can see and counsel them together in conventions and institutes, and thus inspire them with the zeal and enthusiasm which union and sympathy impart.

Again not only does the supervision of an extended area, give superior facilities for a general and comprehensive knowledge of the condition and wants of schools, and lead to more thoroughly studied, intelligent and systematic plans of action, but this supervision of necessity must be committed to a class of officers, who will consecrate to it all their time and energies, who will make the principles of education their study and bring to the survey of their field of labor, a mind disciplined by careful investigation and laborious study. It becomes his business for the time being, and if he be prompted by the common ambition of man, he can but be extremely solicitous of the highest success, which industry and zeal will serve to impart to his administration.

He can thus exert an extended influence, uniform, systematic, intelligent and effective, over the minds, feelings and action of the patrons of schools, and of those upon whom chiefly the success and efficiency of the schools must depend, the teachers.

A concert of action to effect a common purpose, by a system of uniform means and a community of feeling and interest, inspiring all with a laudable desire to excel, will thus be promoted.

But with a divided supervision, such as towns afford, each town is isolated from all others in its feeling, in its knowledge of existing defects, in its plans and purposes of action, in its general educational policy. The time devoted to the examination of schools, is that which best suits the convenience of the superintendent, and his connection with and thoughts concerning school matters, are confined to the brief period in which he is directly employed in his official duties, if even then he be not oftener engaged in ruminating upon those interests to which the chief part of his time is given.

But a town supervision is further inefficient, for the reason, that however intelligent and zealous the superintendent of a town may be, his power to enforce wholesome and salutary reforms is greatly restricted.—He may establish an ideal standard of qualification for teachers, but all around him in adjoining towns, certificates are issued with little or no regard to the qualifications of the applicant. The result is obvious; the facilities afforded in the surrounding towns draw off to them the applicants for license; these towns are overrun with candidates who compete with each other, not upon the score of merit but upon that of cheapness, thereby insuring the engagement of the poorest and cheapest teachers; while the intelligent, zealous and conscientious superintendent, finding it vain to struggle against the popular sentiment all around him, or to advance and elevate the standard of teaching without the co-operation of superintendents in other towns, succumbs to the demand of the highest educational sentiment he can enlist or evoke, and thus while the schools under his supervision may exhibit a gratifying contrast when compared with those in other towns, they fall far below a just and rational standard, and serve rather to exhibit the deplorable inefficiency which schools may reach, than to give indications of healthful and progressive conditions.

Nor are these statements hypothetical—they are substantiated by the experience of many who have held the office of town superintendent, and by the observation of the intelligent friends of education throughout the state, as well as by the experience of the Department of Public Instruction.

Again, concerning the objects to be attained by supervision, it is clear that the visitation of schools even if it were done every week, can have no salutary influence of itself, without the knowledge to discern existing faults, without the ability or skill to arouse the zeal of trustees, parents or teachers, without the power to enforce any system of means for the improvement of the condition of the schools, or in any manner to practically determine their character or control their action. The visitation of the superintendent is a mere form, the omission of which would produce no unfavorable result.

Having shown that an intelligent and earnest town superintendent can do but little toward improving the character and elevating the standard of common school education, without consultation with his fellow officers in other towns, without their hearty co-operation with him in some uniform system of measures, we need hardly suggest the impracticability of such consultation and mutual co-operation; and hence necessarily follows the conclusion, that in considering the operation of the system of town superintendents, we must regard them as acting in their individual capacity.

We have also seen, how, in this individual capacity, the best and most zealous officers can exert but a limited influence upon the character of the schools, for the reason that they can do so little, comparatively, to deter-

mine what shall be the qualifications of teachers, upon which more than upon any thing else the character of the school must depend.

But the greater difficulty is, that it is utterly useless to hope or expect, except occasionally and we may almost say accidentally, to find the office of town superintendent filled by a person, who either can or will make the most of even its meager advantages. It becomes a partisan office of the lowest grade, for the reason that its duties and responsibilities are regarded by the popular sentiment as within the ability and integrity of almost any one who can read and write. Its emoluments are sufficient to gratify the insatiate craving for office, which characterizes the ignorant and weak-minded, and its pecuniary rewards, while no object to men of substantial worth, are still a temptation to those who can devote to the discharge of its duties, only so much time as they can take from other pursuits, without any appreciable loss. Thus does the office, in a great majority of instances, become filled or occupied by the merest pretenders to the first essential qualification for the discharge of its duties. And in the more fortunate cases, where men of sufficient ability, intelligence and character, are elected to the office, not only are they powerless to enforce any reformatory measures, but it is scarcely impossible for them to avoid a deference to the popular will, that has conferred the office upon them, and to license as teachers any whom the trustees of the various districts choose to employ. Besides the applicants for license are not uncommonly their own personal friends, neighbors and acquaintances, or belong to the families of those with whom they have intimate personal, social or political relations, and whom for any or all these reasons they are unwilling to disoblige.

That the character and efficiency of the schools of the state, can never be improved under such a system of supervision, (if it be worthy the name,) as this we have described, must be sufficiently obvious to the commonest understanding, as it is to the observation of all who have been cognizant of the working of this system of exclusive town supervision.

On the other hand, a more comprehensive and general system of supervision, as that by Assembly districts removes the school officer from these incidental but pernicious influences, which more than any other one cause, serve to paralyze the energies of our school system. The school commissioner, comparatively at least, acts independent of those influences of personal favor, which to so great an extent control a local officer. His term of office also gives him an advantage in this respect, so that while he is still held in check from an abuse of his prerogative, such as would be repugnant to the common sentiment of a large community, he is not in fear that the exercise of his best judgment in opposition to individual interests and preference, will bring his official character into disrepute.

It is further to be noted that the position of a commissioner representing a larger constituency, embracing a wider range of interests and more weighty responsibilities, enables him to exert a greater influence upon the

popular sentiment of the community, and thus more effectually to labor for the promotion of educational interests, than a subordinate officer can do.

To be Continued.

SCHOOL-ROOM EXPERIENCE.

BY A TEACHER.

CHAPTER I.

"Yes, you despise the man to books confined,
Who from his study rails at all mankind,
Though what he learns he speaks and may advance
Some general maxims, or be right by chance."—*Pope.*

My first day's labor is accomplished. My pupils have dispersed to their homes, and I am left alone. I seat myself at my desk—I muse, and I write my musings. First day in school! A day dreaded by novices in teaching! And I, though much exercised in this worthy profession, have had much anxiety about this very day. Here I commence, a stranger in a strange place. To-morrow it will be a fortnight since I first made acquaintance with one of the trustees. With twenty-eight pupils I have commenced. I think I have made a good beginning; but some things seem ominous. Well, be it so. All in the school-room is not pleasantry. The teacher who expects it will be disappointed. At the commencement of other schools I have seen what I thought were ill omens; but afterward I found that they were only phantoms. A philosophic teacher is not superstitious. It is a part of his business to dispel the delusions of ignorance and superstition. He must not always heed what he hears about his charge. He must take charge of his pupils without prejudice against any one. And with a consciousness of the rectitude of his purpose, he must go forward and do his whole duty. This shall be my aim. Let me be prepared for every emergency.

Those who are now my pupils will in time be men and women. And now they are in a course of preparation for the duties of active life. I am teaching them book-learning. This is useful in its place. But it alone will not render them perfect. Without moral culture, and habits of industry, science and literature are like tools in the hands of the burglar. They may even aid the felon in his schemes of iniquity. Moral training properly belongs to the home department of education. And home discipline is not always what it should be. Too much is there neglected. And the school is one of the means of amending home delinquencies.

I have had a painful day. I was obliged to chastise some of the boys. They will not study, and they are too playful. It is a difficult task for me to punish. I feel for my pupils. I see the tendency of their mischief, and I understand how difficult it is to make any punishment effectual among them. I am more embarrassed, because outside sympathy will be with the culprits, and too many persons outside of my domain do not understand the relative positions of teachers and pupils. I fain would do my pupils good and be their best friend. Duty urges me in one direction, and my feelings in another. And I dread the vengeance of parents, whose affection for their children is stronger than their judgment. I wish they knew all of my anxiety to do my whole duty and benefit their children.

What trifles will sometimes mar the peace of a school, and lead to disastrous consequences! Trifles of a different kind will sometimes aid a school wonderfully. In my former schools the girls have willingly taken their turns in sweeping the house. Here I had an incipient rebellion about this simple act. After nominating one to sweep the house, another said to her: "Don't do it," and two or three more united in declaring it an unreasonable requisition; but they would not tell me by whom it was done when Miss D. was teacher. One girl then took the broom, and without saying any thing, swept the house. That act betokens in her a generous disposition that deserves notice, perhaps it will sometime be exhibited on a more important occasion. I must remember her—Caroline B——.

The reputation of being a beloved teacher is a blessed privilege. But can a teacher correct the wayward and reckless dispositions of his pupils, and be much beloved when he is at times obliged to use physical discipline? Ah, no! not always. He shall "be persecuted for righteousness sake." And so were the prophets before him. So, too, was the Great Teacher of mankind, who taught as no man ever taught. When my noisy and thoughtless pupils have dispersed in the evening, I often meditate on the beauties of science and literature, and their great benefits. Then I conceive the idea of a model school; one where the whole ambition of the pupils is to *learn*, to "drink deep of the Pierian spring," and to avoid all of those freaks and misdemeanors that are so annoying to teachers, and more annoying to those that are deeply enamored of books, and of all that refines and ennobles the human mind. How gladly would I lead my pupils onward and upward, and inspire them with a deep love of knowledge and wisdom. I fain would have a set of pupils who love study, and are anxious to become good and worthy citizens of an enlightened nation.

I have had a talk with one of the trustees, and I urged upon him the necessity of visiting my school, but he had plenty of excuses. I fear that he feels more interest in his farm and his live stock than in the education of his children and the welfare of my school. When the officers and patrons of a school are thus indifferent, what is to be expected? I fear the consequence.

Close of the first week! A week is an important period in a common school. It is an exact measure of the time for which I commenced my school. Shall the remainder of the term be comparable to this week? O that it may be better! I have had some trouble with my pupils, and I may have more. I must not yet be discouraged. I must do what I can do. Every succeeding week should be an improvement on the last. But alas for my inefficiency! I can not do all that I know ought to be done. O that I could meet every contingency! and correct every idle and freakish habit that prevails among my pupils! and that I could make them realize the importance of learning, and stimulate them to prepare for future usefulness!

To be Continued.

GOVERNMENT OF CHILDREN.

FROM DR. DONNE'S WORK ON "MOTHERS & INFANTS, NURSES & NURSING."

It is by authority that young children must be guided.—What system of education must be adopted for the earliest infancy? Is it by reasoning that we must guide them, appealing to their judgment from the first wakening of intelligence; or, rather, is it not better to direct them by the altogether simple idea of authority, which little children recognize so naturally in their parents, and which they do not think of contesting? I do not hesitate to say that, till the age of six or seven years, there is every advantage, as regards physical education as well as moral, in preserving undisputed authority over children, and in appealing to no motive but the sentiment of obedience, freed from all which other more complicated notions of duty will add to this at a later period.

Necessity of preserving authority over them, and of accustoming them to obedience, for the good of their health.—For want of ability to preserve this authority, the health of children, and in some instances their life even, may be endangered. How shall an infant be made to submit to medical prescriptions which displease him, but on which his cure depends, if he is not accustomed to obey at an age when he is insensible to every other consideration based on his own interest, the danger he is in, and the anxiety of his parents? I have seen a child come near perishing, or at least become seriously ill, for want of the power to get him—by any means whatever, prayers, threats, or other expedients—to take, even in an agreeable form, the only medicine capable of putting an end to serious indisposition, This child had, for a long time, been accustomed to acknowledge no authority in his parents, and the idea, even, no longer existed with him. Such resistance would certainly never be manifested by

a child carefully brought up in the sentiment of paternal authority and the habit of obedience."

Disadvantages of discussion with children.—The exercise of authority enables one to dispense with all puerile discussion, in which we are never engaged with a being capable of reasoning. These discussions, into which it is wrong to enter with children who are incapable of understanding, have no other result than to excite their resistance, increase their self-love, and embitter their character; and it is leading them by a painful, long, and circuitous path, full of contradictions and caviling, on their part, and fertile in opposition and ill-temper, to the end they would naturally arrive at of themselves, without effort and by their own inclination, if they were led to it by a straight-forward course.

Danger of the premature development of the intellectual faculties. Inutility of teaching children to read too soon.—Here, however, is the place to recommend the greatest caution with regard to the premature development of the intellectual faculties. Too great eagerness in this respect may create disturbances in the child's physical condition, his brain being already over excited by the great number of involuntary acquisitions which he makes, and must make.

I am, also, very decidedly opposed to the present very common custom of teaching children to read at three years of age. There is no advantage in beginning this part of their instruction so early. It is only running the risk of disturbing, for the benefit of a partial development of the intelligence, without any advantage to positive instruction, the equilibrium of the economy and constitution. Let us take full advantage of the very small number of years that we are allowed to consecrate to the care of the physical organization of children, nor lose a moment of this precious time. Let us employ it undivided in strengthening organic action, and in establishing good health, without which there will be no real enjoyment hereafter, nor any complete possession of the intellectual faculties. Let us not try to make one of those imperfect beings, in whom the mind is not freely served by its organs, but suffers from the want of harmony between the different systems of the economy, just as the latter are themselves readily fatigued by the efforts of intellectual labor and the exercise of the thinking faculties. What difference does the loss of one or two years make in the small amount of instruction acquired at the age of four or five years? Children that are in good health, and well trained, will readily make up for this time, so usefully employed for their health in another way.

God's Protection of Young Deer.—An old Canadian hunter declares that the reason why the wild deer are not all killed when young (as they breed once a year, and are always surrounded by other animals, which prey upon them, as dogs, wolves, bears, panthers, etc.) is that "*no dog or other animal can smell the track* of a doe or fawn, while the latter is too young to take care of itself!" He had often seen it demonstrated.

SEEN AND UNSEEN.

THE wind ahead, the billows high,
A whited wave, but sable sky,
And many a league of tossing sea
Between the hearts I love and me.

The wind ahead: day after day
These weary words the sailors say;
To weeks the days are lengthened now—
Still mounts the surge to meet our prow.

Through longing day and lingering night
I still accuse Time's lagging flight,
Or gaze out o'er the envious sea,
That keeps the hearts I love from me.

Yet, ah, how shallow is all grief!
How instant is the deep relief!
And what a hypocrite am I,
To feign forlorn, to 'plain and sigh!

The wind ahead? The wind is free!
Forevermore it favoreth me—
To shores of God still blowing fair,
O'er seas of God my bark doth bear.

This surging brine *I* do not sail.
This blast adverse is not my gale;
'Tis here I only seem to be,
But really sail another sea—

Another sea, pure sky its waves,
Whose beauty hides no heaving graves—
A sea all haven, whereupon
No hapless bark to wreck hath gone.

The winds that o'er my ocean run
Reach through all heavens beyond the sun;
Through life and death, through fate, through time,
Grand breaths of God, they sweep sublime.

Eternal trades, they cannot veer,
And, blowing, teach us how to steer;
And well for him whose joy, whose care,
Is but to keep before them fair.

Oh, thou God's mariner, heart of mine,
Spread canvas to the airs divine!
Spread sail! and let thy Fortune be
Forgotten in thy Destiny!

For Destiny pursues us well,
By sea, by land, through heaven or hell;
It suffers Death alone to die,
Bids Life all change and chance defy.

Would earth's dark ocean suck thee down?
Earth's ocean thou, O Life, shalt drown,
Shalt flood it with thy finer wave,
And, sepulchred, entomb thy grave!

Life loveth life and good: then trust
What most the spirit would, it must;
Deep wishes, in the heart that be,
Are blossoms of Necessity.

A thread of Law runs through thy prayer,
Stronger than iron cables are;
And Love and Longing toward her goal
Are pilots sweet to guide the Soul.

So Life must live, and Soul must sail,
And Unseen over Seen prevail,
And all God's argosies come to shore,
Let ocean smile, or rage and roar.

And so, 'mid storm or calm, my bark
With snowy wake still nears her mark;
Cheerly the trades of being blow,
And sweeping down the wind I go.—*Atlantic Monthly.*

ACTION AND PRAYER.—That was a wise man who said: "He that acts toward men as if God saw him, and prays to God as if men heard him, although he may not obtain all he asks, or succeed in that he undertakes, will most probably deserve to do so.

A DEVELOPMENT OF THE FUNDAMENTAL NOTIONS OF GRAMMAR;

BEING AN INTRODUCTION TO BECKER'S SCHOOL GRAMMAR.

No. IV.

Translated and Modified for the Wisconsin Journal of Education.

(*Continued from the July Number.*)

III.

THE *manner* of the predicated *activity* is often denoted by its *likeness* to the same activity in another subject. The likeness is also expressed by *adverbs of manner*.

Ex.—Thou dest speak *masterly* (as a master) *foolishly*, etc.

Adverbs of manner are, with few exceptions, *notion-words* (§2); but the relations of the predicated activity to the *speaker* are frequently denoted by form-words, which are also called adverbs, and distinguished as *adverbial form-words* (§10.)

Ex.—He dwells *here*, *there*. He sleeps *now*. He has *just* come, and will *soon* go *again*. He is *often* sick, *very* learned, *exceedingly* industrious. He has gone, *perhaps*, *probably*.

RELATIONS OF THOUGHTS TO ONE ANOTHER.

§ 12. Two thoughts often stand in such relation to each other that they are united into *one* thought, and the sentences which express them, into *one sentence*, which is called a *compound sentence*. The united sentences are then called *co-ordinate* sentences, and the union a *co-ordinate* union.

Ex.—The enemy is watchful, and the power is his.

Two thoughts may be united into *one*, if they stand either in a *causal* or in an *adversative* relation to each other.

Two thoughts stand in a *causal* relation to each other, when one thought contains the *ground* of the other.

Ex.—My heart I follow, for I can trust it. Heaven spake; therefore I was silent.

Two thoughts stand in an *adversative* relation to each other, if one *annuls* or *restricts* the other, or contains an *adversative ground* of the other *sentence*.

Ex.—They did not venture near the enemy, but turned back without having effected their object. He does not know thee, but I know thee. War is terrible as the plagues of Heaven; yet it is good.

Two or more thoughts may be united into one when they stand in a contrasted, causal, or adversative relation to a *third thought*, expressed or understood.

Ex.—She was poor, she was not of high rank; *she could think of marriage with him.* We have won for ourselves this soil by the industry of our hands; and changed the old forest into a habitation of men; and killed the brood of dragons, etc., etc., (*Therefore this soil is ours.*)

The causal and adversative relations are called the *logical relations* of thought and sentences.

These logical relations are denoted by special form-words, called *co-ordinate conjunctions.*

A simple sentence often becomes a compound sentence by expressing one member of the sentence, the subject, or an attribute, or an object, in the form of a thought,* by a *sentence.* Then that sentence which expresses the main thought is called the *principal sentence,* and that which expresses only a member of it in the form of a thought, is called an *accessory* sentence; and the *union* of the sentences is a *subordinating* union.

Ex.—Happen then *what must* (the necessary). *What I can and am* is at thy service. They demand in anger *that the maiden die* (the death of the maiden). We were happy people *before you came* (before your coming).

IV.

In compound sentences of this sort the *principal* sentence expresses a thought (a judgment, a question, or a wish) of the *speaker;* the *necessary* sentence expresses only a notion, or a thought only *spoken* of by the speaker (§9).

Ex.—Insist upon it, *that his lordship withdraw* (upon the withdrawal, etc.) Pray God *that he may enlighten you with his wisdom.* etc.

The relation in which the accessory sentence stands to its principal sentence, is not a *logical* one, *i.e.*, a relation of *thoughts* to one another, but a *grammatical* relation of *notions* (§8), to-wit:

(*a.*) The relation of the subject to the predicate.

Ex.—Does *what makes him eloquent;* tie your tongue?

(*b.*) The relation of an *attribute* to its relative word.

Ex.—The honor *which belongs to him,* I gladly give him.

(*c.*) The relation of an object to the predicate.

Ex.—I must speak *what is true.*

These relations are also denoted by special form-words, called *subordinating conjunctions.* They are especially denoted by a *demonstrative* or *interrogative pronoun* standing in the accessory sentence; and these,

* A notion being but a contracted thought, it may, of course, be readily expanded into a thought.

if they denote the relation of an accessory to its principal sentence, are called *relative pronouns.*

Ex.—He who touches pitch defiles himself. I do not know what I am to say.

INFLECTION AND FORM-WORDS.

(§3.) We call the relations of notions *to one another,* and the relations of notions *to the speaker,* the *grammatical relations* of notions. They are expressed in part by the *inflection* of notional words and in part by form-words.

By *inflection* is meant the change in the *vocal* relation of a word, corresponding to a special relation of the word to other words. This consists partly in a change of the *vocal,* and partly in the taking of endings, called *inflectional endings.*

Ex.—Speak, spoke, spoken, speaks.

We call the uninflected form of the word, as distinguished from the ending, the *stem.*

Form-words, like inflectional endings, express, not notions, but the relations of notions only. They often occupy, too, the place of endings.

Ex.—*More* wise, a ring *of* gold, instead of wis-*er*, and a gold-*en* ring.

Remark 1.—Form-words are, for the most part, words which originally expressed notions, and afterward took the signification of form-words.

Remark 2.—As the stem with its termination, so according to its signification does the notion-word with its form-word constitute a whole, and, in a manner, *one word,* although they are separate in writing.

I.—Classes of Form-Words.

§(14.) Under *form-words* are included, accordingly §10 and §12, the verb *to be,* the *auxiliaries,* the *pronouns,* the *numerals,* the *prepositions,* the *conjunctions,* and the *adverbial form-words.*

1. The verb *to be* does not express like other verbs, *e.g.*, to speak, to run, the *notion* of a predicated activity, but it denotes, with adjectives, that predication which is denoted in other verbs by terminations. (§2,§4). The verb *to be* is, therefore, called the *word of predication,* or the *predicating word.*

Ex.—Thou *art* watchful, thou watch-*est.* He *was* watchful, he watch-*ed.* He *is* asleep, he sleep-*s*

2. The *auxiliaries,* namely, the auxiliaries of *time, have, shall* or *will,* and *be,* and the auxiliaries of *mode, can, may, will, shall, must,* and *let,* do no longer express, like other verbs, notions of activities, but denote only the *relations* of the activity—the former the *time-relation,* and the latter the *mode-relation.* (§10.)

3. *Pronouns, e.g.*, I, thou, he, she, it, do not express, as *band, runner,*

snake, a *notion* which is formed from some radical notion, and remains always the same (§3), but denote only the notion of a being by its relation to the speaker (the personal relation §10.)

4. *Numerals*, *e.g.*, two, three, many, few, do not express, like substantives, the *notion* of a *being itself*, nor like adjectives, an *activity* of the being, but only the *relation of quantity*—the *number* or the *quantity* of the being (10), *e.g.*, *three* horses, *much* water.

5. *Prepositions*, *e g.*, on, out, with, from, to, denote the *space-relation*, and other relations of a being to an activity (§11).

6. *Conjunctions*, *e.g.*, and, but, because, express the relations in which the members of a compound sentence stand to one another (12).

7. *Adverbial form-words* denote, all of them, not notions, but relations of notions to the speaker, to-wit:

(*a.*) Relation of *place;* over, under, before, behind.

(*b.*) Relation of *time;* now, soon, already, just.

(*c.*) *Manner;* how, so, thus.

(*d.*) *Mode relation* of the predicate; not, perhaps, truly.

(*e.*) Relation of *quantity;* very, scarcely, often, seldom, (§10–10).

INTERJECTIONS.

§ 15. Under the adduced classes of notion-words, and form-words are included all the words of speech. There are found, however, in speech peculiar sound-formatives, *e.g.*, oh! ah! ha! which are called *interjections*, and also *exclamations*.

Interjections do not express notions, or relations of notions, but appear in speech as expressions of an instantaneously excited *feeling* of pain, joy, wonder, etc., etc. They stand, therefore, in no relation to words, which express the thought.

From exclamations proper must be distinguished, however, expressions like woe! well! lo! which have the signification of elliptical sentences, and are united to the sentence, or inserted in it, without any outer connection

To be Continued.

THE best definition we ever heard of "bearing false witness against your neighbor," was given by a little girl in school. She said that it was when nobody did nothing, and somebody went and told of it.

HEARING a physician remark that a small blow would break the nose, a rustic exclaimed:

"Well, I donno 'bout that. I've blowed my nose a great many times, and I've never broke it yet."

EXTRACT

FROM THE REPORT OF A COUNTRY TOWN SUPERINTENDENT, DELIVERED BEFORE THE CITIZENS, IN TOWN MEETING ASSEMBLED, APRIL 1859, IN ACCORDANCE WITH A BY-LAW OF THE TOWN.

(*Continued from the July Number.*)

A want of uniformity in text books is another serious evil, and in some districts calls loudly for reform. In traversing the range of duties devolving upon us, we have sometimes found nearly or quite as many classes as pupils. In one instance were found twenty-three pupils and nineteen classes, and in another, twenty pupils and twenty-one classes, which are sufficient to show the evil effects of the want of system. Where a complete uniformity prevails, among the benefits may be mentioned:

1. The introduction of a more systematic, thorough and extended course of study.
2. Increased facilities for arranging larger and more suitable classes, enabling the teacher to devote more time to each class, to amplify and illustrate more fully the subject under discussion than could be done were classes smaller and more to be heard.
3. Greater facilities for classification in respect to age and attainments of pupils, and adapting instructions to the capacities of all.
4. The enthusiasm and interest created in the minds of pupils, not only during recitation, but during the hours of study, by the thought that they must measure themselves intellectually with a large class, and the desire to excel.
5. The economy of both time and labor on the part of both teacher and pupils.

No one who has witnessed the practical workings of a regular system will deny, that in a well classified school a teacher can instruct fifty or sixty pupils with more ease and efficiency than half that number, where system and uniformity are wanting. By computation of the teacher's salary it will often be found that the value of time actually lost, resulting from this inconvenience, is several times greater than the cost of books. To save the expense of a few shillings, many a scholar has been allowed to drag out his time the whole term, making less than half the progress that he otherwise might, besides being a detriment to the whole school, and an incubus upon the time of the teacher. A book well studied is soon earned, and still remains in hand. We often find the opposite extreme existing,—the over-zealous parent provides a text-book far in advance of the years or capacities of his pupil. This is an evil little less

serious than a want of books. The tendency in this direction is quite strong, and requires to be kept within proper bounds. In the purchase of advance books the opinion of the teacher might with great propriety be consulted. Text-books are also frequently found in use, which more properly belong to the higher schools only, and, except in rare instances, are used with less benefit than those of a lower grade. The regulation of these matters properly and legally devolves upon the school officers, and by their discretion, vigilance and firmness, numerous evils may be removed or prevented and others much corrected.

Still another ground of complaint by teachers, is, that too many children are sent into school quite too young, requiring more time and care than are commensurate with the benefits received. If a child manifest any evidence of smartness, he is stimulated and urged forward by the parents, to a degree greater than his powers can endure. Medical authorities assert, that under ten yeas of age, very little strong mental effort can be required, without injury to the intellectual constitution. A premature grave is often the result of premature development. When the intellect has acquired power and vigor, the child will acquire a given amount, in half the time that it can be done, while the intellect and judgment are still subject to infantile weakness. The custom of sending young children to the school room, in order that they may be out of the way at home, cannot be too strongly censured. Only when the mind and constitution have become sufficiently developed and matured, to endure the necessary fatigue and exertion incident to him as a pupil, should the child commence his attendance at school, let the age be what it may. Little advantage will generally be derived before attaining five or six years of age.

When teachers labor under such a series of complicated evils, too much censure should not be bestowed upon them, till steps are taken to remedy them. We would not be understood as offering an apology for their short comings or delinquencies, but enumerate some of their causes of complaint, in order to call public attention to them, for the benefit of teacher pupils and patrons.

Besides the common branches, algebra, geometry, and philosophy have been taught during the year with a good degree of success. Vocal music, also, has in several instances been introduced with a marked and beneficial result, and is a branch which, with proper restrictions, needs encouragement. The mysteries of clefs, sharps, and flats, and the rudiments of the science generally, may, if properly taught, all be comprehended by the pupil, and the exercises prove a recreation, tending to enliven the mind, cultivate refinement, promote cheerfulness, and afford a temporary relief from the monotony of the weary task.

During the summer term there were employed several young teachers, who, considering their inexperience, generally acquitted themselves with honor. During the winter term both male and female teachers were en-

gaged at salaries varying from $23 to $35 per month, a majority of whom were successful, but the indifference of two or three schools unfortunately reduced the *average* below a desirable standard of excellence. None of our larger schools—and perhaps the same is equally true in regard to the smaller ones—can afford to experiment much with inexperienced teachers. To employ those of established reputation will usually be found more desirable.

At the commencement of the winter term, it frequently occurs that a majority of the larger scholars are unprepared to enter the school—perhaps the first day of December may be considered the average time of their commencement. In districts where the winter term consists of four months only, we would suggest the propriety of opening the school about that time, which would carry the close to the middle of March, or past, which month is considered less favorable for out door operations than November, and older scholars can be more conveniently spared from their home pursuits, and thus avail themselves of the whole term.

The subject of Libraries has engrossed the attention of districts more during the past year than for several years previous. By a thorough examination of the subject, we became persuaded that the apathy which had existed in regard to it was the result of a want of proper discrimination in the suitable selection of books. Those comprising the Libraries were most of them excellent works of their kind, but comparatively few were intended to interest the juvenile population, and create a taste for reading. There were also several districts without a single volume, therefore, in view of the whole, at the last annual disbursement of public funds, ten per cent. of the gross amount was set aside for library purposes, and in order to carry out the measure, our services were volunteered to assist in selections whenever they could be of any avail. Upwards of 300 volumes were purchased and added to the libraries, besides four globes, several large elocutionary charts, for the use of the several schools, and several dozens of singing books for the use of individual pupils, at an aggregate expense of upwards of $225. In making selections of books for libraries, it was our aim to secure such works as would interest and instruct the younger portion of community, and at the same time, not void of interest to adults. As libraries become larger, we would advocate the selection of deeper and more philosophical works. By making small and frequent additions, a continued and more lively interest is maintained than by large additions at more remote intervals.

Facts and statistics prove that the libraries are read and appreciated. Let us instance a single case—the librarian of one district reported 476 volumes loaned during the year, from a library *averaging* less than 50 volumes for the twelve months, which would show that the volumes had been read, on an average, more than nine times through, and but a single case of injury was reported except the usual wear. There are numerous

instances of children ten or twelve years of age having read sixty or seventy volumes during the year. Our youth will seek reading of some sort, and unless the right kind be placed within their reach, we may not be surprised if they resort to the popular yellow-covered literature of the day, novels, tales of murders, robberies, and immoral subjects, tending to pervert the mind. We are emphatically a reading nation, and our reading propensities must in some way be gratified.

By a law of the State, recently enacted, an appropriation of ten per cent. of the school fund income is to be set apart for the purpose of creating township school libraries, while the law relating to district libraries by appropriation of public funds, has been repealed. Notwithstanding this, it is advisable to maintain an interest in our district libraries, and continue to increase them from time to time by a district tax.

Within the past year, one school house has been erected at an expense of $900—a neat and appropriate building, with convenient appendages, which does honor to the community. Several other districts have made valuable improvements to their houses and grounds. Desks have been remodeled and painted, walls whitewashed, yards enlarged and inclosed, and ornamental trees planted, adding beauty and value to the premises, all of which are highly creditable to the liberality, enterprise, and good taste of the citizens. Several school-rooms have also been handsomely papered—one through the exertions of the ladies—and present a neat and tidy appearance. Other improvements have been made, showing that the people are beginning to appreciate the difference between a neat and respectable school-room, and a cabin fit only for a stable. But there is ample room for improvement. Let the walls be ornamented with maps, pictures, and busts—let the rostrums and aisles be carpeted, or any additions made tending towards refinement. If we would make a clown, let us dress a boy like a clown, and associate him with all that is uncouth, and we shall succeed in our aim, beyond a doubt. On the other hand, if we would cultivate a spirit of refinement in our children, we must surround them with refined associations, as well as procure for them refined and cultivated instructors, and if we do not entirely succeed in our design, we shall approximate much nearer than by pursuing an opposite course.

Before closing this report, duty requires a few words upon a delicate subject. Frequent complaints have been made that orders properly drawn on district treasurers have not been promptly honored, when it has been known that there were sufficient funds in his hands. Such a state of financial affairs ought not to be suffered. No treasurer has the right to convert the public funds to his own use, to the detriment of the district, or of those holding claims against it. It is no less than a breach of trust. We know of no law requiring the treasurer to hold in hand the *identical* coin or currency which he receives, and perhaps no objection might be urged to a temporary use of the funds, *provided he is always ready to cash all demands at sight*, but a deposite in bank would probably be as safe

as any course, and at the expiration of his term of office, the treasurer would then be enabled to pay over to his successor the balance on hand, forthwith. It cannot be considered the duty of his successor to make frequent and urgent calls for the funds, waiting weeks, or even months, before receiving them; but the law makes it his imperative duty to prosecute, without delay, in case of neglect or refusal to pay over forthwith. Both law, and business principles require bonds to be executed with as much promptness, and drawn with as much stringency, as for any other purpose. I am aware that I am treading upon delicate ground, but country teachers are usually employed at low salaries, and justice requires their prompt payment.

WISCONSIN STATE TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE SEVENTH ANNUAL MEETING.

THE Association convened in the Assembly Chamber of the Capitol at Madison, at half past three o'clock on Tuesday, July 26, A. D. 1859.

Called to order by the President, Mr. A. Pickett, of Horicon, and the Secretary being absent, on motion of J. B. Pradt, of Sheboygan, A. J. Craig, of Palmyra, was elected Secretary *pro tem.*

The exercises were then opened with prayer by the Rev. Mr. Green, of Madison, when Chancellor Barnard, on behalf of the Faculty of the University, Hon. Lyman C. Draper, on behalf of the Department of Public Instruction, and D. Y. Kilgore, Esq., on behalf of the citizens of Madison, welcomed the Teachers to the Capital, and congratulated them on the favorable circumstances under which they had convened.

The President responded on behalf of the Association, and then proceeded to deliver the opening address, the subject of which was "The Nature of the Teacher's Work."

On motion of D. Y. Kilgore, a Committee on Enrollment of Members was appointed, consisting of E. P. Larkin, of Milwaukee, S. T. Lockwood, of Burlington, and Alexander Wilson, of Mineral Point.

Adjourned till 8 o'clock A. M, Wednesday.

WEDNESDAY MORNING, July 27.

Session opened with prayer by Rev. M. P. Kinney, of Racine. Minutes of previous meeting read and approved.

C. H. Burbank was chosen Assistant Secretary.

D. Y. Kilgore was appointed a special Marshal to arrange the members of the Association in the procession to be formed at 10 o'clock to attend the inauguration of Chancellor Barnard of the State University.

The Treasurer, J. C. Pickard, presented his annual report as follows:

Wisconsin State Teacher's Association in acc't with J. C. Pickard, Treasurer.

		Cr.
Aug. 6, 1859,	By Cash received of J. G. McMynn, former treasurer,..	$55 40
" " " "	one membership fee,.....	1 00
		$56 40

		Dr.
Aug. 9, 1858,	To collected on J. G. McMynn's check,.....	$ 0 15
Sept. 7, "	" cash paid upon order of Sept. 2d, ...	8 00
July 7, 1859, "	" " " " of July 7th,..... ...	7 00
	Balance in Treasury,.....	46 25
		$56 40

MADISON, July 27, 1859. J. C. PICKARD, *Treasurer.*

The report was referred to a committee for examination, consisting of A. Markham, A. N. Merriman, and O. S. Cook.

A committee on resolutions was appointed, consisting of T. C. Conatty, J. P. Fiske, and — Brown.

Adjourned till Thursday morning at 8 o'clock, to give the members of the Association an opportunity to attend the inauguration of Chancellor Barnard, the commencement exercises of the University, and to visit the University, an invitation having been given to the Association to meet the Faculty and friends of the institution in the evening.

THURSDAY, July 28.

Session opened at 8 o'clock A. M. The President in the chair. J. L. Pickard appointed Secretary *pro tem.* Prayer by the Rev. Dr. Chapin, of Beloit. Minutes of yesterday were read and approved. The following committees were appointed:

On Nomination of Officers, Messrs. T. R. Williams, J. H. Magoffin, E. S. Green, W. O. Butler, and H. G. Winslow.

To select the Next Place of Meeting, Messrs. H. W. Spalding, E. B. Gray and George Gale.

Voted that teachers and friends of education from other states be invited to take part in the exercises.

J. B. Pradt read a report upon the revision of the School Law, reciting the action of the committee appointed by the Association at its last session, and giving a statement of what had been accomplished. After considerable discussion of the subject by Messrs. Kinney, Pickett, Winslow and Carpenter, the report was accepted, and a committee consisting of Messrs. A. Pickett, J. B. Pradt, and J. G. McMynn was elected to continue the work, and to co-operate with the committee appointed by the Legislature.

Prof. Butler of the State University then read an address upon the study of the classics, and urged their introduction into the higher departments of our common schools.

Mr. Winslow offered a resolution that the thanks of the Association be tendered to Prof. Butler for his able and eloquent defense of the study of the classics, and that a copy be requested for publication: which was unanimously adopted.

After a recess of ten minutes, Mr. J. Atwater, of Illinois, was introduced by the President, and called the attention of the Association to his system of schoo government;

D. Y. Kilgore read a communication from the Madison Horticultural Society, inviting the teachers to attend their Floral Exhibition at the City Hall. Voted that the invitation be accepted, and that the Association adjourn at 9'oclock this evening to attend the exhibition.

Miss E. L. Bissell, of Prairie du Chien, then read an essay on the deficiencies in the present mode of female education.

Adjourned till two o'clock P. M.

THURSDAY, 2 o'clock P. M.

Meeting called to order by the president.

The committee appointed to examine the report and accounts of the Treasurer for the past year reported through their chairman, Mr. A. Markham, that they found the same correct; which report was accepted, and on motion of Rev. M. P. Kinney the Treasurer's report was adopted.

E. P. Larkin; of Milwaukee, then read an essay on Moral Culture.

Rev. Mr. Pradt introduced the following resolutions:

Resolved, That the moral influences of the school-room, of the teacher, and of every appliance of education are of paramount importance, and demand the most careful scrutiny and attention of th ose concerned in educational work.

Resolved, That the future destiny of our country depends largely upon the moral culture which is bestowed upon our children in the public schools, and that this subject demands the earliest attention of the patriot and the statesman, as well as the educator.

Which, after much discussion, were adopted.

Mr. E. C. Johnson, of Fond du Lac, then read an essay on mental culture.

On motion of Mr. Kilgore a committee consisting of Messrs. Kilgore, Pradt and Sterling was appointed to consider the propriety of introducing institute exercises into the proceedings of the State Teachers Association.

The Editorial Committee, through their chairman, Mr. Pradt, made the following report:

The committee report that the continued and increased aid of the State, rendered in its subscription to the Journal, has enabled the Resident Enitor to continue its publication during the past year, but that he has a meagre balance in hand after the payment of present indebtedness, as a compensation for his services. Tney think that it will be necessary to rely upon the further aid of the State to sustain the publication, and are happy to learn that the Journal gives increased satisfaction to school officers, as the organ of the State Superintendent; thus

showing that the bounty of the State is not misapplied. The committee recommend earnestly to all teachers, who have not yet done so, to become subscribers to the Journal, and to use endeavors to increase its circulation. The committee also recommend that the amount of $50, due to Col. Frank, of Kenosha, for editorial services rendered two years ago, be loaned the Resident Editor by the Association in order that this indebtedness may be discharged, it being understood that the former editor, now absent from the country, will refund the loan on his return. The committee commend the faithful and efficient labors of the resident editor, whose report is appended, and is found to be accompanied with proper vouchers of its correctness. J. B. PRADT, *Chn. Ed. Com.*

REPORT OF RESIDENT EDITOR.

Wisconsin Journal of Education in Acc't with A. J. Craig.

	Cr.
By cash received on State Subscription,	$2343 75
for advertising,	469 25
on private subscriptions	153 25
Whole amount	$2966 25
	Dr.
To paid Atwood & Rublee for paper, printing and binding Journal,	$2036 95
postage on Journal, last quarter of vol. 3,	67 50
Office rent	20 00
Engraving,	16 00
Expenses, including fuel, lights, stationery, postage, mailing, etc.,	63 00
Total Dr.,	$2203 45
Balance on hand,	$762 80
The above refers only to cash receipts, besides which there has been received for advertising, in books, sewing machines, etc.,	116 00
There is now due Atwood & Rublee for paper printing, etc.,	335 64
And there is due the Journal for advertising and on personal subscriptions	223 33
RECAPITULATION.	
Receipts in cash,	2966 25
merchandise,	116 00
Credits,	223 33
	3305 58
EXPENDITURES:	
Paid as per above,	2203 45
Indebtedness,	335 64
	2539 09
Balance,	766 49
	3305 58

MADISON, July 28, 1859. A. J. CRAIG, *Resident Editor.*

Messrs. McKindley, Kilgore and Craig were appointed a committee to report upon the propriety of appointing a State Agent of the Association to coöperate with Chancellor Barnard in holding Teacher's Institutes.

Adjourned to 7½ o'clock P. M.

THURSDAY EVENING, 7½ o'clock.

Association convened, the President in the chair. Rev. M. P. Kinney read an essay upon the best method of giving religious instruction in schools, after which Prof. E. Daniels gave a short address upon Physical Geography and Geology, delineating the best methods of teaching their elements, and urged their introduction into the schools of the state.

Adjourned to 8 o'clock A. M. to-morrow.

FRIDAY, July 29, 8 o'clock A. M.

Association called to order by the President. Exercises opened with prayer by Rev. W. C. Whitford, of Milton. Minutes of yesterday read and approved.

E. P. Larkin from committtee on enrolment of members reported the names of 96 gentlemen and 100 ladies.

The committee to name place for next meeting of the Association reported in favor of Milwaukee, which report was adopted.

The committee appointed to nominate an Editorial Committee for the ensuing year, reported the following names: Rev. J. B. Pradt, Sheboygan, J. G. McMynn, Racine, J. L. Pickard, Platteville, E. C. Johnson, Fond du Lac, A. Pickett, Horicon, A. J. Craig, Palmyra, H. Cramer, La Crosse, Mrs. H. S. Zoller, Portage, Miss H. A. Everts, Milwaukee, Miss E. B. Lowber, Janesville, Miss M. A. Roberts, Whitewater.

On motion, J. G. McKindley, of Milwaukee, and Miss K. E. Deming, of Kenosha were added to the committee, and the report thus amended was adopted.

Mr. Conatty, from the committee on resolutions, reported the following, which were taken up separately and adopted:

Resolved, That as an association and individuals we rejoice in the progress of popular education in Wisconsin, and welcome the promise now dawning upon us of attaining a systematic, comprehensive scheme of public instruction in the State—a scheme rising in legitimate gradation, and bound in one symmetrical whole, from the primary school to the University.

Resolved, That there should be a well defined, logically arranged course of study in the several graded schools throughout the State.

Resolved, That, as complementary to the intellectual culture now afforded in our higher public schools, more prominence should be given to the study of the ancient classics and of the German language.

Resolved, That we recommend the formation of County and Town Teachers' Associations throughout the State, where such organizations do not exist.

Resolved, That when the qualifications are equal and when equal services are rendered, there should be no disparity in the compensation of male and female teachers.

Resolved, That we earnestly recommend the daily use of the Bible in our Public Free Schools.

Resolved, That a frequent change of teachers is a serious drawback upon the efficiency of schools.

Resolved, That we hail the advent of Hon. Henry Barnard among us. and pledge him our hearty co-operation in his labors in behalf of our Common Schools.

Mr. Pradt called attention to the American Journal of Education, and presented the following resolution, which was adopted:

Resolved, That we recognize in the American Journal of Education, conducted by Dr. Barnard, a work honorable to our country, and deserving of our support.

The committee on nomination of officers made the following report, which was accepted:

President—J. B. Pradt, Sheboygan.

Vice Presidents—M. P. Kinney, Racine; Geo. Gale, Trempeleau; J. J. McIntyre, Berlin.

Secretary—James H. Magoffin, Waukesha.

Treasurer—E. S. Green, La Crosse.

Councillors—A. J. Craig, Palmyra; J. L. Pickard, Platteville; E. C. Johnson, Fond du Lac; E. P. Larkin, Milwaukee; T. J. Conatty, Kenosha.

The Association proceeded to ballot for officers, when the persons nominated by the committee were duly elected.

Chancellor Barnard then addressed the Association, explaining his relation to the public schools of the State, as agent of the Board of Normal Regents, and stating what he hoped to accomplish through lectures and teachers' institutes if supported by the hearty coöperation of teachers and friends of education.

J. L. Pickard made a few remarks with reference to the early history of the Association, his connection with it, and the educational movements of the State.

Rev. M. P. Kinney stated that 20 years had elapsed since he commenced teaching in this State, and that he was probably the oldest teacher belonging to the Association.

Rev. M. Adams, of Racine, offered the following resolution, which was adopted:

Resolved, That Mr. J. L. Pickard be requested to write out the history of the Association from its organization to the present time, for publication in the Journal of Education.

Mr. McKindley, from the committee appointed to consider the subject, reported in favor of the oppointment of a State Agent to cooperate with Chancellor Barnard in awakening an interest in popular education, and that he had already obtained over $700 in subscriptions towards paying the salary of such agent.

Chancellor Barnard spoke of the good which such an agent could accomplish. He would willingly pay one half of the salary necessary out of his own pocket. He then spoke in the highest terms of the services which Wm. S. Baker, of Massachusetts, who was now in this city, had rendered in a similar capacity, and said that if he could be induced to accept the place, he knew of no man who could accomplish so much good as that gentleman.

Voted that all moneys remaining in the treasury after providing for the expenses of the current year, be appropriated towards the expenses of a State Agent.

M. J. Ford, of Milwaukee, offered the following resolution, which was adopted:

Resolved, That we cordially invite and earnestly request Mr. Wm. S. Baker to act as traveling agent, and co-operate with Dr. Barnard in his work of visiting the State.

Mr. Conatty, from the committee on resolutions, reported the following additional ones, which were adopted:

Resolved, That we would express our renewed confidence in the Wisconsin Jonrnal of Education, and trust that the teachers of the State will make earnest efforts to extend its circulation and influence during the ensuing year.

Resolved, That the thanks of this Association be tendered to D. Y. Kilgore, Esq. for his efficient services in completing arrangements for our present session.

Resolved, That we tender our cordial thanks to the citizens of Madison for their generous hospitality; we shall long cherish pleasant memories of the noble hearts and happy homes of their beautiful city.

Resolved, That we tender our thanks to the Faculty of the Wisconsin State University and to the managers of the Madison Horticultural Exhibition for courtesies extended to the Association.

Resolved, That we are under renewed obligations to the officers of the following Railroads: Milwaukee & Mississippi, Chicago & Milwaukee, Milwaukee & Minnesota, Chicago & Northwestern, Racine & Mississippi, Milwaukee & Baraboo Valley, and Galena & Chicago, for their liberality in furnishing free return tickets to members of the Association.

The following resolution offered by Prof. Conover of Madison, was adopted:

Resolved, That the Association recommend to the executive committee that in making arrangements for the next meeting, they provide for exercises of a more practical character than have usually characterized the meetings of the association.

Rev. M. Adams offered the following, which were likewise adopted:

Resolved, That the thanks of this Association are tendered to the President for the impartial and efficient manner in which he has presided over the deliberations of our meetings.

Resolved, That we tender our thanks to the editors of this city for the interest they have manifested in so fully and correctly reporting the doings of this convention during the present session.

Invitations were received from Hon. L. C. Draper, inviting the Association to visit the rooms of the State Historical Society, and from G. B. Griffin of the Lake Side Retreat, to make a trip on the steamer Flora, at 2 o'clock P. M.

After singing the doxology to the tune of Old Hundred, and prayer by the Rev. Mr. Kinney, the Association adjourned to meet in Milwaukee, at such time as shall be designated y the executive committee.

A. J. CRAIG, *Secretary pro tem.* A PICKETT, *President.*

TEACHERS' EXCURSION ON STEAMER FLORA.

IN compliance with the invitation received from the proprietor, G. B. Griffin, Esq., about seventy five of the teachers embarked on the steamer Flora, at 2½ P. M., Friday, and paid a visit to the "Lake Side Retreat." After an hour agreably spent, the party re-embarked and returned to the city. While on the return passage the following resolution was unanimously adopted:

Resolved, That the excursion of this afternoon is a delightful and fitting *finale* to the throng-pleasures of the week, and that we, therefore, tender to G. B. Griffin, Esq., our most hearty thanks for his generosity in affording us a free passage on the Steamer Flora to the beautiful grounds of Lake Side Retreat, thereby rendering complete the enjoyments afforded us by the people of Madison.

[The above, though no part of the regular proceedings of the Association, deserves a place in our pages, and we also feel it to be our duty to notice and commend the conduct of the gentlemanly Superintendent of Public Property, Hon. Rufus Parks, who had the Assembly Chamber prepared for the use of the Association, furnished desks and stationery for clerks and reporters, iced water for the thirsty, and did all in his power to make the meetings pleasant.—ED. JOURNAL.]

Superintendent's Department.

TO THE ELECTORS OF SCHOOL DISTRICTS.

As the time is approaching for the election of a District Clerk for a term of three years, for each school district in the State, I deem it of so much importance to the cause of education as to venture to call special attention to the subject, and urge your attendance at the annual meeting.

These school district elections are too generally disregarded, while none so vitally and intimately concern the dearest interests of the whole people. It is this criminal neglect that enables a few—and these not always the most discreet and intelligent—to foist upon the districts men utterly unfit for school officers, however good citizens in other respects; and thus the whole school system, from its improper administration, is frequently brought into disrepute, bitter quarrels and vexatious litigations engendered, unworthy teachers employed, and the children deprived of the proper facilities for acquiring an education. When there is scarcely one in every one hundred of our youth who ever enjoy the higher advantages of our Universities, Colleges and Academies, how very important it is that our Common Schools should be watched over with jealous care on the part of the people, and *only the very best men* chosen for their supervision and management.

Spend, then, fellow citizens, a few hours, if need be, in the faithful performance of this high duty—select a judicious and competent man for clerk—one who will serve his district with an eye single to the best interests of the people and the cause of education—one who will not seek to make use of his position to force upon the district a sister, a son, or a daughter for teachers, when a better selection could and should be made—one, in short, who will not seek the office for the promotion of selfish ends or pecuniary considerations.

In making choice of so important and responsible an officer, I entreat you to lay aside every improper influence—every political and sectarian partiality—and select for Clerk the man best fitted in the district for the position. Then will your schools be improved, and your children properly educated. There are persons in every district, who, if not *entirely* competent for the office of Clerk, are at least *comparatively* so—honest, intelligent, and well-meaning; let such be sought out and elected on the last Monday in September, and then no one will be disposed to complain because he has been earnestly urged to a performance of this duty.

Very respectfully,

LYMAN C. DRAPER,

Supt. of Public Instruction.

MADISON, August 1, 1859.

TEACHERS' INSTITUTES FOR 1859.

THE undersigned will appoint, in different parts of the State, as many Institutes to continue in session from Monday evening to Friday evening of the weeks named, in the months of September, October and November, as he thinks he will be able to attend in person and secure the requisite help in conducting, as soon as he receives reasonable assurances on the following points:

1. A desire on the part of at least thirty teachers to have such an appointment made.
2. A pledge on the part of the committee of the individuals asking for the appointment, to give due notice through the press of the neighboring towns and counties, and make all local arrangements.
3. Accommodations for as many teachers, or persons intending to teach public schools the ensuing winter, as may report themselves on Monday evening or Tuesday morning. No favors are asked for the loiterers.
4. The free use of a suitable place for the sessions of the institutes during the day, and for public addresses in the evenings.

Applicants will promote the success of the proposed meetings if they will designate their *first*, *second* and *third* choice as to the *week* in the month preferred, and also name the week in which, for any reason, the Institute should not be in their respective counties.

HENRY BARNARD,
Ag't of Regents of Normal Schools.

MADISON, July 28th, 1859.

Mathematical Department.

EDITOR JOURNAL:—*Dear Sir:*—In the April number of the *Journal*, I pointed out some errors in Mr. Whitcom's solution of problem 6, very briefly, and without attempting to be "profound," as the errors alluded to are so apparent that I supposed a bare reference to them would be sufficient: but as Mr. Whitcom has attempted, in the June number, to fortify himself in the false position which he had taken, I will, with your permission, point out more explicitly, and at length, wherein his solution is erroneous.

I stated, in my article alluded to above, that if the equation $y^2=(x^2-a^2)$ tan. A tan. A^1 be the equation of a hyperbola, tan. A tan. A^1 will be equal to the sqare of the ratio of the semi-axes; that is, constant. Mr. Whitcom thinks it sufficient proof that the factor tan. A tan. A^1 is constant that the equation already contains two variables, viz: x and y, and asks if I am "ignorant of the fact that every equation between three variables *must* refer to, and *only* to, a *surface*?" Every equation between three variables, *two of which are independent*, *referred to three*

axes, is the equation of a surface; but an equation of a line referred to *two* co-ordinate axes, may have any number of variables, provided they are all functions of x or y. For instance, the equation of the parabola $y^2=2px$ may take the form $y^2=2px^2\frac{1}{x}$. Making $x^2=w$ and $\frac{1}{x}=z$, we shall have for the equation of the parabola $y^2=2pwz$, an equation containing three variables, all of which are functions of x. In the circle, also, if the origin of co-ordinates be taken at the extremity of any diameter, and distances equal to the radius be measured off from the origin in opposite directions on the axis of X; and if from these points lines be drawn to any point of the circumference, we may have, representing the angles made by these two lines with the diameter by A and A^1, Mr. Whitcom's equation of the hyperbola, viz.: $y^2=(x^2-R^2)$ tan. A tan. A^1 (1). In this case tan. $A=\frac{\sqrt{2Rx-x^2}}{x-R}$; and tan $A^1=\frac{\sqrt{2Rx-x^2}}{x+R}$; therefore tan. A tan. $A^1=\frac{2Rx-x^2}{x^2-R^2}$. Substituting this in equation (1) we have the equation of the circle, viz.: $y^2=2Rx-x^4$. In a similar manner we might find the equations of other curves by first finding the value of tan. A tan. A^1 in terms of x and constants and substituting them in equation (1); but generally the equation of curves may be obtained more easily by other processes.

The second objection which I made to Mr. Whitcom's solution, viz.: the confounding the co-ordinates of a particular point with the general co-ordinates of the curve is a valid one, and Mr. Whitcom's numerous references to Prof. Davies' Analytical Geometry prove it to be so. That distinguished mathematician always represents particular co-ordinates by particular symbols: either by x or y, accented, or otherwise marked, or by other characters, and this is the universal custom of all writers on Analytical Geometry. Had there been no other error, however, in Mr. Whitcom's solution, this would not have affected the numerical result.

In the course of Mr. Whitcom's investigation, he gave this formula for finding the length of an arc of a hyperbola, viz.: $z=x\sqrt{\frac{b^4+b^2y^2+a^2y^2}{a^2y^2}}=a$. With reference to this expression, I remarked that if we make $y=0$, the value of z will be infinite, instead of 0, which is its true value; and if we make $x=0$, $z=-a$. Mr Whitcom says that these objections are not well founded. If he means by this that the values of z given above are not its true values under the suppositions there made, why does he not point out the error and give the true values? I also remarked that the above formula was obtained by considering the co-efficient of dx in the

differential expression, constant, when in fact it contains y, and is therefore variable. Mr. Whitcom admits that this objection is well founded, and attributes the error to carelessness on his part. He therefore gives this *revised formula for rectifying the hyperbola*, viz: $z = dx \sqrt{\frac{a^2x^2-b^2x^2-a^4}{a^2x^2-a^4b^2}}$. The absurdity of this is apparent at a glance, for every finite value of x gives z a value infinitely small. The formula for the length of an elementary arc of a plane curve, is $dz = \sqrt{dx^2+dy^2}$. To employ this formula in any case, we differentiate the equation of the curve, and from the given equation and its differential equation, find the value of dy in terms of x and dx, and substitute it in the formula. We then integrate the result between the proper limits, and the result obtained will express the length required. But it frequently happens that the differential expression refuses to be integrated, except by series, and this is the case with the hyperbola. This curve has never been rectified other than by series; for example of which see Davies' Mathematical Dictionary, pages 298 and 493. In conclusion I beg leave to propose the following modification of problem 6 for Mr. Whitcom to solve according to his method:

There are three foxes forty rods due north of a grey-hound. They all start to run at the same time with the same speed. The first runs due east, the second due north, and the third due west. The grey-hound, directing his course towards the first fox, runs until he overtakes him; he then directs his course towards the second fox which he also overtakes, and also the third in the same manner. If the grey-hound runs twice as fast as the foxes, how many rods will he have run when he overtakes the third fox?

MADISON, June 14. JAS. M. INGALLS.

Editorial Miscellany.

A considerable portion of the present number is occupied with the proceedings of the annual meeting of the State Teachers' Association.

It was a pleasant and profitable gathering, was largely attended by teachers, school officers, and friends of education, and we believe will be productive of much good in uniting together the various parts of our educational system, in giving point and efficiency to the efforts hereafter to be made in the direction of progress and reform, and in establishing and promulgating correct views of the

teachers' profession, proper estimates of the nature of his work, and an acquaintance with the best means to be employed in its successful prosecution.

The weather was all that could be desired, the citizens of Madison extended a generous welcome to the members of the Association, and the exercises were generally very interesting and profitable. The inauguration of Chancellor Barnard was a special feature of the occasion, and was witnessed by an audience which filled the City Hall to its utmost capacity.

Dr. Barnard's inaugural address was characteristic of the man, giving in earnest, eloquent language, broad and comprehensive views of education and educational systems, pervaded all through by strong common sense, and a practical adaptation of general views to the particular circumstances surrounding the field in which he expects to work.

The address on behalf of the Regents of the University by Carl Schurz, Esq., was worthy of the reputation this gentleman has acquired as a profound thinker and finished scholar, and that of J. T. Clark, Esq., on behalf of the Normal Regents, was well written, in good taste, and appropriate to the occasion. We hope hereafter to give the addresses in full.

The orations of the graduating class evinced some ability, but were too long, and, with two or three exceptions, seemed to lack somewhat in vigor and purity. We have no space to notice the efforts of the different young gentlemen, but must give our hearty commendation of the oration on philosophy and the valedictory addresses by Samuel Fallows. The oration was a forcible, logical, and eloquent presentation of the claims of philosophy as an important part of a liberal education, and the valedictories were conceived in good taste, were very appropriate, and were delivered in a graceful and effective manner.

The address before the literary societies by Rev. Dr. Smith, of Lane Seminary Cincinnati, the subject of which was "Decision of Character," secured the unqualified approbation of all who heard it, as a powerful and scholarly production, worthy of the reputation of the speaker. and abounding in valuable thought. The week will be remembered by many a teacher as an epoch in his or her educational life, and the knowledge gained and acquaintances made will exert a happy influence, inducing more rapid growth, a broader development, and an increase of zeal in the good work.

Since our last issue we (the Editor and his better half) took a trip as far east as New York city. We knew something of the space-annihilating power of steam as applied upon our railways, but never realized it so fully before. Leaving Palmyra at 6 o'clock A. M. of Thursday, on Saturday at 10:30 A. M. we were in New York city, a distance of one thousand miles.

We took the new route through Michigan, leaving Milwaukee at 12 M., crossing the lake in the fine steamer City of Cleveland, Captain Dougall, and arrived at Grand Haven at 8 o'clock P. M. The trip across the lake is exceedingly pleasant as a change from railway travel, and adds to the attractiveness of the route. The Detroit & Milwaukee Railway, though scarcely finished, has a smooth track, almost entirely free from dust, is stocked with fine cars and seems to be carefully

and efficiently managed. It is 186 miles long from Grand Haven to Detroit, and is likely to secure a fair share of travel and business. Arriving at Detroit, we crossed the river in the company's ferryboat (for which no extra charge is made) to Windsor, the western terminus of the Great Western Railway of Canada, in the spacious cars of which we took seats, and at 8 A. M. left for Suspension Bridge. This is a well stocked road, and the management is as systematic and regular as clock-work. The depots and grounds surrounding them are kept clean, no noise or confusion is heard or seen, the conductors are gentlemanly and attentive, and the cars are well supplied with pure iced water, a great comfort in warm weather. Arriving at Suspension Bridge we took seats in the cars of the New York Central, and in a little less than twelve hours found ourselves in the capital of the Empire State. This road (the Central) is well known to the traveling public, and the long and well filled trains show their appreciation of it as a safe, expeditious and well managed route. Taking the cars of the Hudson River Road at Albany, we arrived in New York at 10:30 A. M., in forty-six hours and thirty minutes from Milwaukee, without a single detention or accident, making close connections as advertised with every train on the entire route—and it is with confidence that we recommend the Detroit & Milwaukee, the Great Western, and the New York Central Railways to the patronage of those of our renders who may be induced by business or pleasure to visit the east.

DEATH OF HORACE MANN.—This venerable and distinguished educator departed this life at Yellow Springs, Ohio, on the 2d instant, aged 68 years. He will be widely mourned and long remembered. We shall give the particulars of his useful life next month.

PRESCOTT.—The citizens of this place held a public meeting on the 22d ult., and after considerable discussion decided to levy a tax of $1500 for the purpose of making such an addition to their school house as would enable them to establish a graded school.

The Great Republic Monthly for August is an improvement on all preceeding numbers. It contains several very valuable articles, and gives a large amount of reading for the price. See terms in former number of this Journal.

The Ladies' Home Magazine for August is as interesting as ever. It is the best family magazine with which we are acquainted. We furnish the *Journal* and *Magazine* to new subscribers for $2 00 a year.

NEW EXCHANGES.—*The Iowa School Journal*, Vol. 1, No.s 1 and two: Andrew J. Stevens, Editor, N, W. Mills & Co.. publishers, Des Moines, Iowa. This is a good looking double column sixteen paged quarto, the scope of which is somewhat broader than that of other school journals, it having a space devoted to agriculture, to household economy, to general literature, news, etc. We give it a hearty welcome as a co-laborer in the field of progress, and commend it to all who wish an interesting and valuable monthly of the kind above indicated.

The Southern Teacher, a Journal of School and Home Education, edited by W. S. Barton; Vol. 1, No. 1.; Montgomery, Alabama; Barrett & Wimbish, printers and binders. A well get up journal of 48 pages, about the size of the New York Teacher. It is edited with care and ability, and we trust the teachers of Alabama will give it a hearty support.

A Journal of Education, and of Science, Art, Language and Literature, edited by A. Curtis, A.M. M.D., Vol. 1, No. 2.; Cincinnati; published monthly by Longley Brothers. A wide awake practical journal, containing articles on the different topics above mentioned, some very spicy criticisms on language, art, etc., models for teaching, etc.

We have never published any commendatory notices of our Magazine, though we have been favored from time to time with several, for which we are grateful, but we feel like boasting a little over the appearance of the present number, and we call the attention of our readers to the style and workmanship, confident that they do credit to western enterprise. The printing is done in the *State Journal* Office, Messrs. Atwood, Rublee & Reed proprietors. The composition of cover and inside is performed by Wm. S. Monroe. The press-work, with the exception of the cover, is executed upon one of Adams' book presses, driven by steam, and supervised by Mr. J. B. Norton, a skillful workman, to whom we are indebted for the fine impression and neat look of the text. The paper is from the Beloit Paper Mill, Messrs. Wright & Newcomb agents, and is a good specimen of their workmanship. They are gentlemanly and accommodating in their business relations, and all who need good paper will find it for their interest to deal with them. The cover paper, which is of a superior quality, was procured from Messrs. Noonan & McNab, of Milwaukee, who have a large assortment of all kinds of paper, which they will dispose of at reasonable rates. The covers are printed in the *State Journal* Job Office upon a Ruggles' power press by Robert Franey, under the supervision of Joseph Wilkes, Esq, the accomplished Foreman of the Newspaper and Job Offices.

We believe that in appearance the *Wisconsin Journal of Education* compares favorably with any journal East or West, and we trust that the Board of Editors, and Teachers of the State will see to it that its pages are kept supplied with valuable matter during the ensuing year. In again taking upon ourself the immediate charge of the *Journal*, we rely upon those who have hitherto sustained us to continue their efforts, and we hope to welcome many to our pages this year who have not contributed anything hitherto. For the encouragement of our friends we quote the following from the *Massachusetts Teacher*, one of the ablest of our exchanges. Speaking of our journal the *Teacher* says: "Our co-laborers at the West have succeeded in establishing a journal, which, for its high toned and valuable articles, we rank among the best educational monthlies in the country. The writers and publishers of this journal have contributed their share; may the teachers of Wisconsin now do their duty in encouraging and sustaining so valuable a periodical." We shall send this number to some teachers who are not subscribers, hoping that they will be induced to give it their support, both by subscribing and writing for it.

BOOK TABLE.

Webster's Unabridged Dictionary, Pictorial Edition. The improvements made in this edition consist chiefly in the the following additions: 1st. Pictorial illustrations of animals, birds, implements, plants, architectural terms and decorations, terms used in heraldry, in the arts, etc. 2d. A table of synonyms in which the slight differences in the meaning and use of about 1500 different words are pointed out. 3d. The addition of about 9000 words to the vocabulary. 4th. The pronunciation of the names of about 8000 distinguished persons of modern times, and some minor additions comprising in all about 800 pages of the same size and style as the original work. The illustrations are finely executed and are a great aid in enabling a person to understand the definition of many terms in science and art. The table of synonyms is prepared with great care, evinces ability and good judgment on the part of the distinguished author, Dr. Goodrich, and is really a very valuable addition to the dictionary. It will well repay any one who makes any use of the English language as a means of communicating his thoughts to others, to carefully study this table. The addition to the vocabulary is composed principally of new terms, and new combinations of well known elements, created by the progress of science and the growth of the language, and is very full and complete. The table giving the pronunciation of the names of distinguished persons will be welcomed by every reader unacquainted with the modern European languages, and many a teacher will rejoice at receiving assistance in this hitherto neglected department. The value of the dictionary is materially increased by the additions, and we do not see how it can be improved in any respect. The acknowledged standard in our State, the thanks of the public are due the enterprising publishers, Messrs. G. & C. Merriam, for their unremitting exertions in keeping the work fully up to the progress of our language and the wants of the people. We are informed by the State Supt., Hon. L. C. Draper, that those districts unsupplied with dictionaries will receive the new edition, the publishers generously furnishing it at the same price they charged for the old one.

Books Received.—*All About It, National Elementary Speller, Sanders' Analysis of English Words*, and *Thoughts on Educational Topics*, notices of which will appear in our next issue.

THE

Wisconsin Journal of Education.

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THE HONOR OF OUR CALLING:*

ITS NATURAL AND ACQUIRED CHARACTER—THE OBLIGATIONS IMPOSED UPON US.

SOCIETY is an organic structure like the human body. The elementary particles of our bodies are arranged in filaments, filaments constitute fibers, fibers tissues, tissues organs, and a combination of organs, each adapted to its place and functions, may be said finally to constitute the human frame. Individual persons constitute the original element in society; of these are formed the lesser circles, the lesser constitute larger, etc., through various steps and gradations, and all together constitute a nation.

As in the human system there are organs whose functions seem more or less important, and are therefore deemed more or less honorable, so in society there are circles holding positions more or less useful, and consequently are regarded with more or less esteem. The honor ascribed to an organ of the body is justly derived from its importance to the physical structure, but the honor ascribed to a person or circle in society should be derived from two sources: first, from the good accomplished, and secondly, from the difficulties surmounted in securing that good.

To those who, through unwitting chance, make great discoveries, or otherwise accomplish great good without labor, there is often given much undeserved honor; and also to those who perform great feats which are without good, and perhaps evil in result. A youth once received honor because he could stand upon one foot longer than any other person in Greece;

* Opening address delivered before the State Teachers' Association, at Madison, July 26, 1859, by the President, A. Pickett—re-written for the *Journal*.

but the philosopher replies, "I have a goose that can stand longer than he." Pugilists and warriors, although the philosopher calls them dogs and murderers, often receive the most enthusiastic praise. Ten thousand people rush to the river's brink to see a man play the fool upon a tight rope, and ten times ten thousand shout, with cap in air, at seeeing one throw a triple sommerset upon a chess-board, because he is a very great and exceedingly successful gambler. But not so with the educator: he buys his honor, he earns a name, he surmounts great difficulties, and achieves great good.

The teacher evidently constitutes an originally designed member in the social structure; for of all animals man possesses the least natural knowledge, or instinct, and infinitely the greatest by cultivation. Without culture he remains almost a mere animal; through culture he may rise almost to the dignity of angels. The instructor of youth therefore occupies a position originally marked out by the Creator; and this position is of vital importance. It is to the social body what the eye is to man. A nation without instructors, is like a man without a mind. The education gives bent to youth, and "As the twig is bent the tree is inclined." To know the child is to know the man; to guide the child guides the man. As with the child so with the man; for from youth flow the impulses of old age. The teacher, therefore, is the engineer who manages the gun that gives direction to the ball. In fact, the world is just what the educator makes it. This holds true; for, although the judgment cannot be so changed by education that right in all cases will appear wrong, or truth falsehood, or the opposite, yet the ill-taught gives no heed to the dictates of truth or justice, and, to the world, is as if he were without the knowledge of these principles. So, in truth, as our harvest depends on what we sow, our fruit on what we plant, our lives on what we love, the world depends on what we teach.

But numberless are educators; every father, every mother, every living thing, every rising sun, every star, every breeze, every storm, winter, summer, blossom, good or ill fortune, all are educators. But this is not enough: the teacher must be set apart to accomplish the work that nature and chance fail to do; he must act as pilot; he must make use of all other educators, and turn every stroke to account, as the sailor does the wind, which, of itself, would surely thrust the ship upon the rocky shore, but when properly employed by the mariner, always drives to a safe harbor.

But who is the true teacher? Who are the called? All are not teachers that occupy the teacher's chair. It does not make a man a general to sit on a general's horse, or a soldier to wear a uniform, or a scholar to bear a diploma. When schools are put up at auction, the rush of voices is almost equal to the shouting of New-York omnibus drivers; some cry two shillings, some one, and some will even keep school for nothing, if they can live by boarding around. Thus the real teacher is kept out of his place, and the real talent for teaching buried. There is a time when

a youth is neither one thing nor the other, neither boy nor girl, man nor woman—too proud to act the part of a child, unable to cope with men. These are days of leisure, days of waiting. During this period a youth can afford to sell his time for little, for far less than would be necessary to meet the demands of sterner years of life, when come deeper cares and broader interests. To this age of unsettled habits, of undefined principles and undeveloped faculty, and to that class of talent that can afford to compete with it, we intrust the vital, immortal spark, that liberty so dearly bought by our fathers, the future destiny of all our cherished institutions, and, to a great extent, the present and future happiness of our selves and our children; and all this on the principles of the poor man's economy, merely because such experience and talent are cheap.

A cloud of wickedness and the resulting evils continually hang over us, but we perceive not whence it comes; we appear to strive against it, but, as it were, cut off the blaze without putting out the fire, dip out the stream without stopping the fountain. When we feel the rod of oppression, we war against it, when liberty is gone, we fight for it; we mourn over the growth of intemperance, weep over poverty, become excited over the meanness of tattlers and the lies of slanderers, get mad over the deceitfulness of evil speculators, and the lawlessness of politicians, yet seek no preventive, nor lay the ax to to the root of evil. Men may play the hypocrite, yet they cannot hide hypocrisy—they ultimately show what they are, and they are what they are educated to be. Character is a thing of development, and of exceedingly slow growth; and what that character is the life will show. "From the abundance of the heart the mouth speaketh." Had the cow a lion's teeth, she would not live on prey; had the gazelle a poisonous fang, it would not bite like a viper; nor does a man lie without lies in the heart.

Now, we believe it is universally acknowledged that to train up children in ways of wisdom to pursue happiness where it can be found, is the most difficult task required of man, except that of self control; and still the multitude do not see the necessity of seeking talent for that purpose, and cannot, with any degree of clearness, see the difference between a good and a poor school.

The following lines express truly a very common idea of teaching, as compared with other occupations:

> A ditcher 's a ditcher, and a teacher 's a teacher,
> The one is a worker, and the other a creature;
> If the ditch is digged, it 's digged, and the water 'll run through it,
> If the school is teached, it 's teached, no matter how you do it.

There is a great difference between an image hewn out with a common ax, and Powers' most celebrated work, and that difference is easily seen; and there is no less difference between the poorest and the best school, but the common eye does not discover it. There is a wide

difference between britannia and platinum, imitation and pure gold, though it requires an experienced eye to see it; there is a wider difference between a good and a poor school, and more skill is required to perceive it. A plowman once picked up two beautiful stones; he was pleased with both for their brightness, and preserved them; but in them saw no special excellence, nor any difference. Years roll away. The farmer's son, with a more discerning look, perceives, indistinctly, marks of wealth in one: they are passed to a learned chemist, and are pronounced, one a quartz, the other a diamond—the one not worth a dollar, the other not less than two hundred thousand. Thus, with the plowman's indifference and blindness, do we pick up one teacher, and look upon our schools, and while riches, true riches, are even in our hands, we die poor. We regard quartz and diamonds both as almost equally worthless stones, and generally seek quartz, because it is common and cheap, to occupy places that diamonds only can occupy with profit. As poor rough stones are the poorest things of earth, as it were, the lowest grade of earthly matter, so the fruits of a bad education fill up the lowest strata of Hades; and as diamonds are the richest gems of earth, so the fruits of a good and complete education fill the highest strata of Heaven. As Hades is beneath the earth, so are the stones of Hades beneath the stones of earth, and as Heaven is above the earth, so are the jewels of Heaven above the jewels of earth. Instead of exaggerating the differences between good and bad schools, a true and a false education, we have not, and cannot, reach them. The fruits of evil training are, envy, malice, hypocrisy, lying, thefts, adultery, murders, meanness, poverty, shame, debauchery, drunkenness, insanity, madness, death, and a home mid terrors, and the blackness of darkness, where there is weeping, and wailing, and gnashing of teeth. Ah! says the sluggard, and the fool, these are all vain imaginations, and figures of speech, while, as it were, half the reality is before his eyes. Were I a brute, I would die with blinders on; were I a man, I would live with my eyes open.

But, behold the fruits of true cultivation: kindness, love, charity, long suffering, perseverance, faith and good works, moral and intellectual greatness, riches and honor, hope, purity, life immortal, and a home mid pleasures forevermore, and joys that eye hath not seen, nor ear heard. But all this, in the balances of the materialist and worldly wise, will not weigh with gold and silver. A madman once went to a river's brink, fastened his own feet together, pounded his head furiously with a stone, and then threw himself into the deep flowing water. Being rescued, he said he designed to have struck harder, and to have left only life enough to destroy himself by falling into the water. With the same blind and dogged perseverance do we chase the life of the school: first fetter it with poverty, and then otherwise circumscribe its sphere of action, till it just knows enough to kill itself.

We call a man a fool that buys wooden nutmegs for his own use, be-

cause they are cheap, and a man insane that destroys himself by putting out his eyes, that it may cost him nothing for the gratification of sight, or that cuts out his palate lest he pay something for appetite.

It has been said that the teacher has no right to consider what will be for the good of the pupil, because men differ in regard to what good is; that he must only teach the letter according to the letter of the law. Many are the sympathizers with this notion, and the path of the common school teacher is so circumscribed, made so narrow, that it is very generally thought that the fool need not err therein.

To be Continued.

ADDRESS BEFORE THE STATE TEACHERS' ASSOCIATION.*

SUBJECT:—RELIGIOUS INSTRUCTION IN COMMON SCHOOLS—METHOD OF IMPARTING IT.

WHATEVER man knows, or whatever he becomes, mentally and morally is the result of education. All spiritual development arises, not from accretion, but from action. The physical, as the medium through which the spiritual receives its impressions and gives forth its expressions, by an appropriation of the elements of nature to itself, will enlarge its dimensions, and thereby increase its efficiency as an instrument in doing; but the "power behind the throne" that wields this accumulating mass of vitalized matter, grows only as it acts. Inactivity is the sure forerunner of imbecilty; while doing, not only forestalls enervation, but also increases both the facility and the strength of action. All spiritual action may be classified into three grand divisions, to wit: reception, reflection and expression. With reception begins the process of education; a process that is to be continued while being lasts. The infant mind is placed in parental hands as a delicate casket into which the smile of affection is to lodge the first of earths jewels. Slowly and with much pleasing toil is the lid gently lifted and the deposit made, when it shines out through the tiny features. The interested eye, the dimpled cheek are sure tokens that the first of life's numerous lessons has been learned.

Thus begun, the education of the child will never cease through the successive periods of youth, manhood and age, it will gain different stages of progression, death will not interrupt the process, and eternity will ever bring its lessons, new as the resources of infinitude will allow, to be garnered into the store-house of thought. Forever on during the flow of creation's unnumbered phases and revolutions will advances be made, and no retreating wave will ever bear the immortal voyager back to the peaceful moorings of home, where infancy was nourished into being.

Education, to be perfect and accomplish its high and most noble mission, should have a right beginning, to be followed forever by a right continu-

* Delivered by Rev. M. P. Kinney, of Racine, July 29th, 1859.

ance. It should have respect to the proper development of all the elements which God has incorporated into the framework of the soul. We must not, indeed, forget the physical of our natures, as it is "the house we live in"; still the development of the physical is simply a means to an end: and that end is the building up of the spiritual into the likeness and approximate magnitude of God. The temporary of our being must be rendered subservient to to the good of that which is permanent and eternal. Hence, by common consent, we use the term education as having prime reference to the use of those means and appliances adapted to the promotion of spiritual growth. But here the common application of the term is too often made to exclude the more noble and excellent department of the soul, wherein lies the foundation of its character as to moral qualities, and which holds within itself the elements of joy and sorrow, of happiness and misery. As the crowning glory of the divine nature is, not that God knows and does, but that he is good and true, and loves these qualities with an unchangeable regard, so a similar excellence and regard in man is the culmination of humanity as represented in him. In this thought is contained the true idea, the sum and substance of all education. There are, indeed, many secondary ends; but these all, like confluent streams that unite to form the majestic river, should contribute as directly as possible to the moral elevation of humanity into an exact likeness to Divinity. As humanity wholly devoid of those excellencies that constitute the glory of God, is no humanity at all, according to the original and divine idea of man, so education that does not embrace the great truths and principles of true religion, is radically defective in its means and appliances for the proper devevelopment of man. Hence, that our children may be educated rightfully, they must be educated religiously.

By a religious education we do not mean the inculcation and reception of those dogmas and systems of theology that distinguish the different sects or denominations into which religionists are divided, but of those more important truths that underlie those lines of demarkation, and that have prime reference to the duties and relations of man to man, and of man to God. These truths are world-wide, embracing all time, and extending through eternity. They are vital to genuine manhood, and without them humanity can never be brought up to the high sphere of its true nobility. These great and universal truths underlie all sectarianism as the vast continent underlies the rivers, lakes and mountain ranges that diversify its surface. It is the particular province of the church and of the parish school to inculcate their distinctive tenets; but it is the province of the public school, imbued with the spirit and genius of our government, and of our free institutions, to inculcate those broader and sublimer sentiments that come to us through the unfoldings and revolutions of nature, and that were anterior to the word of divine revelation; and that come to us in all their freshness from the divine operations. As-

suming, then, as the foundation of our future remarks, that our youth must be religiously educated in order that they may become the true exponents of humanity, as divinely conceived and originally made, and that it is the province of the public schools to afford the means and facilities for such education, we approach the eminently practical question, how shall the work be accomplished?

In the discussion of this question at the present time, we shall pass by the legislatures that frame our school laws, and superintendents, and school boards that execute them, and come directly to the teacher, whose skill must plan, and whose energies must execute the great work now under contemplation.

It is presumed that every teacher possesses a good moral character; for this is plainly the purport of the license that allows him to enter upon the duties of his high profession. Yet it cannot be reasonably supposed that all that is here implied is simply total abstinence from the commission of positive evils, a studious care to avoid conventional improprieties in speech and life; but we are persuaded that the idea embraces a recognition of the divine existence, individual relations to God, and the duties and obligations arising from such relations. True morality embraces these thoughts in its doctrines, and also the divine law of commandments in its practice. If it come short of these, it is defective, and, like Cæsar's mantle, shows an aperture where the body has been wounded. Having this morality, which is the original idea of religion, and would be the only and universal idea, were it not for the inherent defects of humanity, the teacher, possessed also of other suitable qualifications, is prepared for his noble work of teaching our youth.

You, Mr. President, and others, may tell him how to teach reading, writing, arithmetic, and the like, while it is my mission on this occasion to tell him how to impart religious instruction.

As the youth are proverbially imitators of those who are older, and especially of those who are honored with the possession of authority over them, so example is ever teaching them lessons bearing its own characteristics, which they most readily learn, and whose impressions are most lasting. Hence the teacher of youth should be among his pupils as the embodiment and personification of all that is good and true, in thought, in feeling, and in action. It is not sufficient that he maintain an external show of religious deportment, which is as the dry husk that encloses the life-bearing kernel; a true religious sentiment should abide in his soul, a living, acting principle whose natural fruits shall extend outward, and adorn the life with unfeigned, genuine excellence. Then his presence in the school-room, and with his pupils, will be as the sun in its genial influence upon nature. His example will tend to lead out and enlarge all that is good and beautiful in the young minds committed to his training. Its impress upon them will be as that of the die upon the precious metal, rendering it valuable coin, and giving it desirable currency in the associ-

ations of men. He who has failed to grasp the idea of a divine existence, one making and controlling the creation in all its departments of mind and of matter—who, himself, has no soul aspirations after the excellencies contained in that existence, and, therefore, seeks to gain for himself no higher ends than those that are earthly in their origin, nature and tendency, cannot lead his pupils up towards the high table-lands of a superior manhood. Indeed, whatever may be the attainment to which the pupil should be brought, the teacher must have been there before him, having a practical knowledge of the way thither, and also in some degree of the treasures garnered there.

To a correct religious life, should be added timely precepts, given with the same frequency, earnestness, and fidelity which should attend all our efforts at teaching the youthful mind. By "precepts" we do not mean simply the authoritative command, conveyed by the stern and dictatorial "thou shalt," and "thou shalt not," but those oft-repeated and ever-varied moral lessons which the Bible, nature, and human associations are constantly bringing to the teacher's open hand.

The Bible is pre-eminently the book of God, and as such it belongs, by divine grant, to every human being,—to the youth no less than to the aged. It has an equal right to the school-room, with the air which that same God has made; and its truths are as necessary to the life and development of the soul, as is that atmosphere to the growth of the body. No school-day should be allowed to pass except some of its immortal truths are brought to the attention of the pupils. It should ever be at the teacher's right hand, as the representative of God in the school-room; and it should speak daily to the minds of the tens of thousands who are so soon to be the self-moving springs that shall urge on the various enterprises of earth towards the period of their completion. Let the teacher imtroduce the duties and exercises of the day by reading a portion of the sacred writings, following this reading by a prayer, if he have a heart to pray; and if he have not, he should be diligent to gain one, for it is with teaching as with every enterprise to which finite energies are given, "Except the Lord build the house, they labor in vain that build it." The blessing of Him whose blessing is the sure spring to success, is of vital consequence here. If God *must* give the husbandman the harvest in gracious response to his protracted toil, how much more is the divine favor needed in the rearing and perfecting of immortal minds?

Thus are the youth early and continually impressed with the idea of their relations and responsibilities to God, as their creator; and this idea will have a powerful and abiding influence over them in their studies and general deportment. The school-room will exhibit a life and interest that can never be awakened by a toilsome discharge of naked duties. Humanity, whether it be represented by youth or age, cannot be itself, nor act under a consciousness of its relations to God, as well as to men,

for these relations are the natural issues of its constitution, as divinely arranged, and a disregard of them is a flagrant violation of the conditions of its being, which must be detrimental to its development. Diamonds may lie for ages beneath a mountain of rubbish, and be diamonds still, for God has perfected their nature by creative skill and power; but things and creatures of growth must enjoy the conditions necessary to such growth; otherwise they will appear deformed. And humanity must be developed with God, just as the plant must grow in the sunlight, that flowers and fruits may appear.

Nature, as the issues of God, should be brought into the school-room daily. The snow-flake, the rain-drop, the leaf, plant, flower, fruit, whatever objects the time and occasion may suggest, are all as so many texts, which the teacher may use in his religious discourse to his pupils; for they, as such issues, are eminently suggestive of the power, wisdom, and goodness of God. They remind us of the divine care and supervision, and show that the greatness of God extends downward to the minute of his creation, as well as upwards to the sublime and expressive. The insects, too, have their lessons, which the youthful mind can apprehend; and the boy whose cruel sport it may have been to impale them and to witness their dying struggles, should be taught that the exercise of mercy is far sweeter and more desirable than the exercise of cruelty. Nature should never be divorced from her God.

Thus, in conjunction with the daily lessons which the text-books afford, nature in its several departments will furnish additional means in the religious instruction of the youth.

The occurrences that are constantly taking place in the associations of men, are also more or less prolific in lessons which may be impressed upon the minds of children. And the teacher alive to his noble profession will be supplied with weekly and daily journals that shall keep him thoroughly posted in the current news and literature of the passing day. These, freely communicated to his pupils, both in the class and as a school, will not only render their tasks more interesting, but they will also give occasion for much profitable moral teaching. By these means the skillful teacher can readily find opportunity to impart such instruction as will tend to the right development of the moral nature of his pupils. Yet, after all that can be said by way of general suggestions, the detail must rest with the chief actor in the premises. Skill and labor will accomplish the work, if attended by the blessing of propitious Heaven. And he who enters upon the profession of teaching must not expect that success will crown his labors unless they are wisely, earnestly and perseveringly made. This, among the noblest professions, is no sinecure. Perplexities and difficulties will come unsought. Toil must be endured. Energies will waste away under the burden imposed upon them. Life itself may be sacrificed upon the altar of devotion. Still, the reward is

ample and compensating. It may not come in earthly goods, but conscience, men, and God will conspire to add to your blessings here, and crown your being with richer gifts hereafter.

THE TEACHER'S VISION.

The last scholar had gone, and silence once more reigned in the schoolroom. Weary and disheartened, the teacher leaned her head upon the desk, while the silent tears coursed down her cheeks. Impatient at the slow growth of the seeds she had attempted to scatter, and distrustful of her own fitness for the position she held, she yielded herself to murmurs and self-upbraidings. Busy memory dwelt not alone with the present, but, far down in the distant past, scenes were reviewed, actions scanned, and motives questioned, till her whole past life seemed arrayed before her. Around her stood all the children and youth she had ever taught, and while attempting to trace the history of each, and the bearing her teaching and influence had had, not only through the changes of the past, but also to penetrate into the unknown future, gradually the scene became confused and indistinct, and from the misty vapor that seemed to surround her there issued a fair, bright being, who thus addressed her: "I am thy guardian angel, the one appointed by thy Father and mine to watch over thee, protect, guide and encourage thee. Often thou thinkest thy burdens too heavy to be borne, forgetting that they are appointed by the great All-Wise, who cannot err; but lest thou shouldst yield to the whisperings of discontent, and thus unfit thyself for the faithful discharge of life's duties that still await thee, I am permitted to tear aside the veil that hides the past and future from the present, and give thee a glimpse of things not lawful for mortals to know. Look! Behold the fruit of thy labors." As she gazed there stood before her a lad of tender years, whose perceptions seemed dull, and intellect beclouded, with a natural distaste for study and application. Through her long-continued patience, and kind encouragement, he was at last induced to apply himself, till he finally stood before the world learned and great, a blessing to his race.

Again she saw a youth whose early training and associations had been among the low and vile. For a few short weeks he was under her care, when, with faithful admonition and earnest entreaty, she had sought to warn him of the danger of his course, and point him to the "perfect way"; but he had gone from her, and she had mourned for him as one that was lost to all that was good. *Now* she saw him encountering temptation after temptation, with solicitations to evil from every source, all of which he met with the firm resolve in his heart, "I'll heed the advice of

my teacher." And as she continued to look, she saw him bravely conquer every evil habit, till, passing on to man's estate, he became himself a noted philanthropist, spending his time and substance for the good of his fellow beings. On his death-bed he exclaimed: "All that I am or have been I owe to my teacher."

Again she looked, and far away in a bamboo hut on the banks of the Ganges, sat the wife of the missionary, teaching the alphabet to the native children gathered around her. "What first led thee to think of devoting thy life to the heathen?" inquired the spirit guide, approaching her. "The instructions received from my pious teacher," was the reply. "Are you satisfied, or would you look still farther?" said the guide. Tears were again swiftly flowing, but they were tears of gratitude and thanksgiving. "No more will I murmur at my lot. I have been ungrateful. I am unworthy this high reward," said the humbled teacher. As she turned to thank her guide, he disappeared; and while wondering at the strange things she had seen, she awoke. The weary teacher had slept and *dreamed;* but there was comfort and encouragement in her dream: she could now continue her labors, inspired with Hope.

BERLIN, July 1859. F.

THE USES AND ABUSES OF ENGLISH GRAMMAR.*

BY REV. J. W. PRATT, A. M., PROF. ENG. LIT. UNIVERSITY OF ALABAMA.

IT is a notorious fact that while English Grammar is taught in all our schools, very few of the pupils who receive the instruction attain any degree of proficiency in speaking or writing our language with accuracy.

It is also undeniable that the very first definition they learn, is, "English Grammar is the art of speaking and writing the English language with propriety." If the preceding statement is true, and the definition is correct, it is evident that, although the pupils in our schools spend years in learning something, they never learn English Grammar.

This being universally conceded, the inquiry is naturally suggested, why is it that while every other art may be acquired by means of certain methods of instruction, the art of speaking our vernacular cannot be imparted by means of the appliances ordinarily used in our common schools? It is certainly an anomaly that the very methods which for a long period have been considered the proper methods for teaching an art, should have invariably failed to accomplish the very results for which they have been assiduously pursued.

Some teachers, finding, by sad experience, that the text-books in common use fail to impart a practical knowledge of the art, assume that the

* Read before the Alabama Educational Association, third meeting.

fault must lie in the books, and forthwith set about making books for themselves. After much labor and much compilation they produce a work which they fondly hope has met every practical difficulty, and is to supersede all the rest. But, alas! when tested, the invariable result is experienced; while the book is good enough, and embodies all the principles of its predecessors, and perhaps something more, derived from their more extended research, the scholars will not learn to apply the principles, pertinaciously persist in solecisms, and wantonly luxuriate in the grossest violations of the plainest grammatical laws. Another practical teacher, finding that the grammars commonly used agree in all the fundamental doctrines, and differ only in insignificant details, and having satisfied himself that they are all alike practically impotent to impart skill in English speech, fancies that the difficulty lies in the nomenclature, and in the number of the details; and he hopes to find a remedy in a thorough simplification of all the doctrines, and a reduction of all the principles of the language to a few general rules which shall be easily mastered.

It was with this plea that Mr. I. J. Morris, a citizen of this State, prepared a little work not larger than the Westminster Catechism, in which the whole art was to be taught in sixteen lessons. He attacked what he called "the old systems," remorselessly; and, in order to make good his pretensions, he was compelled to attack the very fundamentals of general grammar, and to dispense with any discriminating analysis of the parts of speech.

When, however, the second edition of this work appeared, the little pamphlet had grown into a stereotyped book, fully as large as any of those which he had made the object of attack. Thus his system which had been made philosophically absurd for the sake of brevity, became in process of time, fully as cumbrous as the old systems; and, like them, it has shared the common fate.

If there were no other argument for the doctrine of total depravity, the teacher of English Grammar finds enough to demonstrate it to his own mind in the perverse habits of his pupils, who, "while they know the right, do yet the wrong pursue." And his sad experience is revealed in that desparing interrogatory annually propounded to us from all quarters of the State, "in English Grammar, who will show us any good?"

It would be presumptuous in me to undertake to give a satisfactory answer to this question, but having been called upon to express my views upon this important subject, and to designate such text-books as I deem best for use in our schools, the Association will pardon me if I dwell at some length upon the principles that would guide me in the selection of a text-book in grammar.

In pursuing the subject, I propose,

1. To define Grammar.

2. To discuss the ends which the study of English Grammar proposes to accomplish.

3. To discuss the true methods by which these ends may be accomplished.

4. To make a few remarks upon the text-books which have been sent to me for examination.

1. What is Grammar?

"In its widest signification, Grammar is the doctrine of words and sentences. It is the science which unfolds the laws by which the various forms of thought appear in language; by which logical ideas and conceptions, in themselves and in their relations, embody themselves in words, and logical judgments in sentences."

Thus the sphere of Grammar is limited to the sentence and the words which compose it. Its domain is bounded at one extremity by a capital letter, at the other by a period. It has nothing to do with the graces of composition, or with the arrangement of consecutive sentences. These belong to the province of rhetoric. The sentence, and the sentence only, is its legitimate empire. In every discourse, Grammar has numerous principalities, all separated from each other, in which it establishes an independent authority, while rhetoric presides over all together. Grammar rules the parts as parts; rhetoric, the whole as a whole.

English Grammar is the doctrine of English words and sentences. It is a species, of which general Grammar is the genus. It is an exhibition of the laws of general Grammar, as they have been modified in their adaptation to a particular language. In its true character it is not an art, but a science—a particular phase of the science of universal Grammar, working out its laws in the English language. It is a scientific embodiment of the usages of the English language. It is a scientific embodiment of the usages of the English language, and a systematic exhibition of the laws which govern us in our attempts to write or speak that language. Thus far the authors of English Grammars are right, but when they go on to say, as is said in the first Grammar which I open at random, "A knowledge of English Grammar *enables* us to read, write, and speak the English language correctly," I deny the assertion, and appeal to experience and observation.

I appeal to your experience as teachers to know whether you invariably speak the language correctly, even in your school-rooms; to your observation, to know whether your best scholars do not violate the rules of Grammar even while they repeat them; whether they do not in the ordinary recitations on other subjects, and in the sports of the play-ground, habitually outrage those grammatical laws which they know by heart and thoroughly understand; whether, in short, your whole observation would not lead you to conclude that a knowledge of English Grammar enables us to read, write, and speak the English language most barbarously. This leads me to the second point I proposed for consideration.

2. The ends which you propose to accomplish by teaching English Grammar in our common schools.

You will all agree that you teach English Grammar in your schools in order to train your pupils to accuracy in the use of their vernacular. Allow me to ask, with how many of your pupils have you succeeded in this aim? If I am to judge from my limited experience in the intercourse I have have had with those pupils, I should say, with about one in every fifty. Do not misunderstand me. In examining them after they leave your schools, I find many among them who give good evidence of faithful drilling in the principles of the science; many who can recite all the rules of syntax by their numbers, and in their proper order; many who can resolve a sentence into its grammatical elements; but scarcely one in a hundred who speaks and writes correctly. And yet, If I mistake not, the avowed object of the study is to gain this end, and this end only.

Now in the practical business of life, when a means, which has been frequently tried, uniformly fails to secure the end in view, we are apt to abandon it as unworthy of further experiment. Not so with us in the teaching of our language. We persist in telling our pupils, and in persuading ourselves, that the study of English Grammar is a means of learning to speak and write good English; and we go on from year to year in the same old track, hoping that one day the falsehood may become a truth. But with the experience of all the land to bear me out, I unhesitatingly deny the dogma. And now I go further, and assert that *this is not the legitimate end to be sought in the study of the grammar of our language.*

The numerous failures we have experienced ought to convince us that we are teaching grammar with a wrong aim; or, if the aim we have is one worthy of pursuit, that we are seeking it by the wrong methods. I shall show in another part of this essay what is the legitimate design of the study of English Grammar. but at this point of the discussion I shall content myself with the simple assertion that English Grammar cannot teach, and is not adapted to teach, the art of speaking and writing the English language to children. I, therefore, hold that the universality of our failure in teaching this art is to be ascribed to the fact that we have not adapted the means to the end. I am prepared for the surprise which such an announcement is calculated to produce: and I almost fear that such apparent radicalism will exclude me from your sympathies. But, like the old Greek, I would say, "strike, but hear me." And this leads me to the third point I propose to examine.

To be Continued.

CHARLESS.—Miss Charless, daughter of the lately murdered Joseph Charless, of St. Louis, has given $20,000 to endow the Professorship of Physical Science in Westminster College, Fulton, Mo. Her father had expressed special interest in that object.

REPORT

OF THE COMMITTEE OF THE STATE TEACHERS' ASSOCIATION APPOINTED TO PROCURE A REVISION OF THE SCHOOL LAW—READ BEFORE THE ASSOCIATION, AT MADISON, JULY 29, 1859, IN BEHALF OF THE COMMITTEE, BY REV. J. B. PRADT.

THE committee appointed to lay before the Legislature those modifications of our school system which were approved by the Assocociation at its last meeting, and to procure, if practicable, their enactment into a law, respectfully report that their efforts have been attended with but partial success.

A BILL OFFERED TO THE LEGISLATURE.

After much consultation and correspondence with other members of the committee, and with many intelligent friends of education within and without the State, the chairman drew up a bill for a School Law, embodying in detail the modified system submitted by a former committee, and adopted by the Association. The bill was further discussed and amended in a meeting of the committee in Madison, in February last; likewise, in a joint meeting of the committee and several members of the committee of the Assembly on Education. Your committee were fortunate in the circumstance that one of their number was also chairman of the committee of the Assembly on Education. Through his offices, the bill was twice read, referred to the appropriate committee, and 500 copies ordered printed. It was not, however returned to the Assembly, and therefore not finally passed upon.*

The subject has, nevertheless, been brought fairly before the Legislature; and the discussion there given to the matter, and the circulation of copies of the bill in question in various parts of the State, together with previous discussion in the Association and in the *Journal of Education*, have contributed, it may be hoped, to prepare the way for favorable legislation at a future time.

THE LEGISLATIVE COMMITTEE.

Another step gained, is presented in the fact that the Legislature itself, before adjournment, appointed a committee to revise the School Law; and the importance of this appointment will be appreciated when it is remembered that the committee embraces a gentleman so eminently qualified, by his past labors and experience, to direct the revision, as its chairman.† In view of this feature of the appointment, it can scarcely

* It should, perhaps, here be mentioned, that the friends of the bill, in the Committee, were satisfied that it could not pass, and, therefore, forbore to press it.

† Hon. HENRY BARNARD, Chancellor of the University of Wisconsin.

be regretted that the needed legislation still remains to be effected; and the Association may congratulate itself that its efforts have been so far successful as to bring about this auspicious preliminary to legislative action.

But, by this appointment of the Legislature, the labors of your committee seem, in some sense. to be terminated. Were they, or any similar committee, to communicate again to the Legislature the views and wishes of the Association in the premises, they would naturally meet with the reply, that the Legislature already have the matter in hand, and are awaiting the report of a competent committee. Believing, however, that those changes in our school system which have been submitted to the Legislature, are of vital importance to the welfare of our schools, it may be proper to advert to them again briefly before closing this report.

REVIEW OF THE BILL OFFERED BY THE COMMITTEE.

Without disturbing the name, or extinguishing the individuality of the School District, the bill drawn up by Mr. Pickett provides for the consolidation of the interests of the several districts in a town, in such a manner as to insure far greater efficiency and uniformity in the schools than obtained at present. The advantages of the Union, or Town District, under one board of officers, with a proper gradation of the schools, and provision for central High Schools, over the old New-England and New-York system of a multitude of isolated independent schools, without gradation, harmony, or sympathy, are too palpable, and too generally acknowledged, by all intelligent persons, to need argument or explanation here. It is natural indeed—or perhaps we may say it is a dictate of natural selfishness—to feel an especial interest, only in the school in one's own neighborhood, or which one's own children attend. Without entirely overlooking this fact, the plan of Union Districts, which is proposed, would lead each local district, or school neighborhood to "look on things of others," as well as its own; while a Town Board, consisting of one member from each local district, would secure a representation of each part of the Union District. Under such a system, the several schools of the town, grouped around the central High School, would become a matter of common interest to all parts of the town. It is true that a School Board composed in this way, would sometimes be inconveniently large; but with a majority of the Board for a quorum, which would naturally embrace the most efficient members, and usually transact business, the objection would be found merely theoretical. On the other hand, the numerous and obvious advantages of the Union District, and single board, recommend the plan to early adoption. It combines the advantages of the local school committee, known in New-England and New-York, and the consolidated town board, as adopted in Pennsylvania, Ohio, and other states. This feature of the plan is not its least recommendation. In

the re-action of public sentiment towards the adoption of the Town School organization, now seen in those States where it was not originally adopted, there is danger that the re-action may be too radical. The inefficiency of the Single District system has arisen, not from any evil inherent in that system, but from a want of united action among the districts of a town. On the other hand, the local district has its advantages, not the least of which is, its influence in nursing the great American sentiment of independence and freedom; and it is unwise to do aught that shall tend to diminish individuality, whether personal or local, unless we wish to encourage that centralization of power, which leads to despotism.

SCHOOL TAXES.

The proper and satisfactory management of the financial features of our school system, is, of course, peculiarly important. It will be observed that the 15th section of the bill provides that three Tax-Men, elected from each district, shall determine, in an annual joint meeting with the Town Board, the amount of tax to be levied upon the property of the town for school purposes. This measure, while it equalizes the pecuniary support of the schools of the town, also secures a proper representation of all parts of the town, in determining the tax. This, it is believed, avoids happily the objection, on the one hand, of separate, unequal, and often insufficient taxation, in each local district, and that of attempting to determine the matter in a general town meeting, or leaving it to the decision of a small committee, who often fail to give satisfaction. It will also be observed that each Board of Supervisors, each Board of Village Trustees, and each City Council is constituted a Board of Controllers, to audit the accounts of the School Board, to allow the amount necessary to defray their expenses, and to compensate the Town Inspector: and likewise to assess, and to cause to be collected, the annual tax for school purposes, and such building taxes as may from time to time be determined upon. This, also, is believed to be a happy adjustment of the matter involved.

MORAL, HYGIENIC, AND POLITICAL INSTRUCTION PROVIDED FOR.

Time does not allow of the extended discussion of all the topics embraced in the bill. It will be observed, however, that among other features, it provides for instruction, not only in the mere scholastic branches ordinarily taught in common schools, but in morality and good behavior, physiology and hygiene, and in the history and constitution of the United States, and of Wisconsin. It cannot be doubted that this is a wise addition to the specific requirements of the law, because mere mental

training and development, without the subjugation and elevation of the child's moral nature, is fraught with danger; and because neither mental nor moral development can be properly secured where there is ignorance or disregard of the laws of health. And that the future American citizen needs some knowledge of his country's history and institutions, to qualify him to discharge his duties and maintain his rights, as a citizen, is so obvious as to excite wonder that so little attention has generally been given to the matter in our systems of public instruction.

COUNTY SUPERINTENDENT, AND COUNTY BOARD OF EDUCATION.

As a county is a political division intermediate between the town and the state, and as the office of County Superintendent is one confessedly necessary as a link between the Town School Officers, and the State Superintendent, so, in like manner, a County Board of Education, will be found highly useful to form the proper gradation from the town to the state board. For this the bill provides. This board being made up of the corps of Town Inspectors, the County Superintendent being *ex officio* Secretary, the annual meeting of such a board, during the session of the autumnal Teachers' Institute, as provided in the bill, would exert a most happy and important influence upon the schools in the several towns represented by them. Moreover, the attendance upon these gatherings would not be limited to school officers and teachers; at least, it may be hoped that the time will come when an Educational County Fair will be deemed quite as attractive as one devoted to the interests of Agriculture; and when the production of mammoth squashes and enormous pigs will not be deemed the only achievements of human genius deserving encouragement.

STATE BOARD OF EDUCATION.

In regard to the remaining feature of the bill, which provides for a State Board of Education, consisting of the corps of County Superintendents, and the more important educational officers of the State, the objection has been urged, that a board thus constituted would be too large and unwieldy for efficient action. It is to be remembered, however, that not only is a new and improved system to be inaugurated, but that the drill and tactics of that system, so to speak, are every where to be taught and enforced; and there is needed a corps of school officers who shall be able to accomplish this by constant, pervading, intelligent and harmonious effort. But in order that this work may be thus effective and harmonious, it must proceed from the concerted action of those who are to perform it. All this is provided for in the bill before us, by proposing to create a corps of County Superintendents, and by making them, in conjunction

with the Chancellor of the University, the State Superintendent, and the principal of the Normal School, (when we have one,) a State Board of Education.

Those arguments which go to recommend a small central State Board, as in Massachusetts and elsewhere, have been weighed by the committee, and are deemed inapplicable here. Such a Board may be very effective, and perhaps entirely sufficient in Massachusetts; but Massachusetts is not Wisconsin. In the former State there is a strong and enlightened educational sentiment, the growth of two centuries, which nourishes and sustains the schools. Here, on the contrary, that sentiment is yet, in a great degree, to be created, and then to be elevated and moulded. This cannot be done effectually by a small central Board of Education, located at the Capital; for as such a board evidently cannot administer the local affairs of the schools, (and hence have been created the local officers which we already have,) so their influence cannot effectually reach and arouse each school neighborhood. By requiring this service, however, of that corps of local guardians of schools, and administrators of the school system proposed to be called into existence, in the capacity of County Superintendents, we bring to bear upon the work an effective and suitable agency.

It may here be observed that this office should be filled by men of superior educational talent, and considerable educational experience; and that to secure this, there should be attached to the office a respectable salary. Now, it is obvious that if such a corps of officers were also constituted a State Board of Education, and required to meet annually for consultation in regard to the interests committed to their charge, the most important benefits would result.

But here we are met with the objection of the expense necessary to pay the salaries of these officers, and to defray the cost of this annual Educational Assembly. But to this stale and short-sighted objection, it may simply be replied, that every dollar wisely expended in the moral and intellectual elevation of the people, is twice saved, in the prevention of crime, in the increase of productive skill and power, and the diminution of pauperism and waste. As to the other part of the objection, it would be no more formidable nor expensive for this body to meet, than it it is for political or ecclesiastical bodies.

But it may assumed, without further argument, that common schools everywhere need such a class of officers, and especially in a new State like ours, where there is, of course, no superabundance of persons of learning and leisure, and where there can scarcely be found, in one township out of four, men properly qualified to examine and license teachers

and to look after the interests of an enlightened system of education. It is obvious, moreover, that such a body of officers would be, *de facto*, a Board of Education for the State, whether so designated in law, or not; and that they should therefore be clothed with appropriate powers, as a body, in regard to the general interests of the common schools. The very great benefits of the office of County Superintendent, in itself, are well known, and freely admitted, where the office has been estsblished; the benefits resulting from the mutual counsels and united action of such officers, are equally apparent to those who have had opportunities of observation. The Legislature, then, can confer no boon upon the schools so immediately and widely beneficial, as to create this corps of educational officers, clothe them with appropriate powers, pay them a liberal salary, require of them faithful labor in the schools, teachers' institutes, and with the public, and then call them together, under the direction of the highest educational officers of the State, in an annual deliberative, and, in some sense, legislative assembly, as the crowning work of the year —as the era both of harvest for the past, and seed-time for thef uture.

ACKNOWLEDGED NECESSITY OF REFORM.

Such, then, are the features of the revised system submitted by your committee to the Legislature. Some of them, at least, have been acknowledged as essential to the proper efficiency of any school system. The first Superintendent of Public Instruction in this State, Mr. Root, pointed out, ten years ago, the importance of the union of neighboring districts for high school purposes, with the necessrry accompaniment of a proper gradation of the local schools. Mr. Root also insisted upon the necessity of clothing the Board of Regents of the University, or "some other body," in conjunction with the State Superintendent, with power to establish uniform courses of study, and to secure a better training, and more effectual examination of teachers, than could be expected under the then recently enacted school law. He therefore urged upon the Legislature the importance of Teachers' Institutes, and Normal Schools. Mr. Root's successors in office have continued to recommend those or similar improvements, including also a more effectual supervision of the schools, by county Superintendents, or otherwise. The last report from the Department specially urges the necessity of town organizations and officers, a county superintendency, and a state board of education. Numerous and important authorities are quoted by Mr. Draper, upon these and other topics. Time does not allow of their reproduction in this connection, but the thanks of the friends of education are due for the collection of educational matter here presented, and the document, scattered as it has been through the State, will aid materially, it may be hoped, in bringing about the needed changes in our school system.

That so little attention has hitherto been given to this subject by the Legislature is not, indeed, a promising augury for the future; and it is certainly not to the credit of our State that her younger sister on the west has already taken steps, in advance of her, in the matter of school improvement. But, as the Legislature has at last taken the matter in hand, we may hope for some decisive action, in time.

Before closing this report, your committee deem it due to the Association to advert a little further to the incipient action of the Legislature last winter. As has been remarked, the lower house, after the consideration and reference of the bill submitted to them, finally appointed a committee of their own, on the revision of the school law. They were fortunate, indeed, in being able to name as chairman of their committee, a gentleman whose name stands inscribed upon the page of educational history as the renovator of common schools of one state of our Union, and their creator in another. It was also, of course, fitting that the official head of the common school system should be added to the committee; and the third gentleman named is well known as the efficient and accomplished principal of one of our best seminaries of learning. It is noticeable, however, that they did not name any person engaged as a practical teacher in the common schools of the state. Should Congress appoint a committee to revise the naval system of the Union, and fail to place upon it any practical naval officers, the omission would be thought strange, although ample experience and ability were otherwise secured. An examination of the history of school improvement in other states, would show that it has in a large degree been brought about by the efforts of teachers themselves. If in the whole corps of the public school teachers of this state, there was not one competent, in the judgment of the last Assembly, to offer advice in regard to the wants and defects of the public schools, then, truly, the profession must be in a deplorable condition.

It will be noticed, also, by the Association, that the Assembly omitted to place upon their committee the gentleman who has for three years past been chairman of committees of this body charged with the duty of considering the improvements needed in our school system, and who drew up the bill submitted to the Legislature last winter. Whether the Assembly acted in this matter with courtesy and justice towards the Association, and towards the gentleman himself, the Association will judge. The omission may be attributed, perhaps, principally to that indifference so often seen in legislative bodies in regard to the interests of education, while absorbed by the more exciting topics of general or local politics.

Your committee do not know that they need to say more. Having, as far as practicable, discharged the duties assigned to them, they leave the

question of the further prosecution of the effort to procure a reform of our school system to the wisdom of the Association. Very much, of course, is to be expected from the committee now charged with the matter by the Legislature itself. How far the next Legislature will be disposed to carry out their recommendations, or take any decisive action, remains to be seen. By the active and earnest co-operation of teachers, school officers and the friends of education, through the State, with Mr. Barnard during the ensuing autumn, in his proposed efforts to canvass the state, and to hold Teachers' Institutes, very much can be done to arouse public sentiment to a proper appreciation of the necessity of more efficiency in our school system; and this will lead, ultimately, if not immediately, to the required legislation.

HORACE MANN.

A BIOGRAPHICAL SKETCH.

Mr. Mann was born May 4, 1796, in Franklin, a small town in Norfolk County, Massachusetts, memorable as the place of the protracted ministry of the Rev. Dr. Nathaniel Emmons, a strenuous asserter of the form of Calvinism known as the Hopkinsian system. His early years were passed under the influences of this stringent faith, the tendency of which, in his mind, was to produce dark and despairing views of human life, and of the universe; and it was not until a comparatively late period, during the ripened experience of manhood, that he adopted the more liberal religious principles, of which he became the fervent and effectual advocate. He was graduated at Brown University, during the Presidency of the Rev. Dr. Messer, to a daughter of whom he was afterwards married. The early death of this lady was a source of exquisite grief, and tended to confirm the habits of gloom and seclusion to which he was inclined, less, probably, by natural constitution than by theological associations. For many years he exhibited an aversion to general society, and an unwillingness to mingle in public affairs, although he could not conceal from his circle of intimate friends, the richness and depth of his affections, his nobleness and purity of nature, and the rare endowments of his intellect. Having devoted himself to the legal profession, he commenced practice in Dedham, where he soon won honorable distinction, no less by his personal character, than by his professional learning and acuteness. He subsequently removed to Boston, where he left a large and lucrative practice for the office of Secretary of the Massachusetts Board of Educa-

tion. He brought to this responsible post the qualities which admirably fitted him for the discharge of its duties. His professional life had given him great knowledge of affairs; he had exchanged the love of retirement for the throng of the forum; his religious doubts had given place to a cheerful and confiding faith; he was inspired with an ardent love of humanity, a passion for social improvement, and an exalted faith in the destiny of man. He entered upon his work with the zeal of an apostle, the devotion of a martyr, though without the bitterness of a fanatic. With the tenderness of a woman he combined the courage of a hero. With a nature adorned with every refined and generous sentiment, he never shrunk from the contests in which the victories of truth are won. His words were battles, and the sophist and time server learned to dread the force of his blows. During his term of service as Secretary of the Board of Education, he was engaged in frequent controversies with the enemies of progress. He was the subject of attacks from those who were disturbed by his innovations; but they found little comfort in their position as his antagonists. His self posession was perfect, though fired by indignant passion; his logic was compact and brilliant, as a suit of shining armor; but his reasoning never failed to be pointed by lightning-like sarcasm. His report as Secretary of the Board of Education gave a new impulse to the cause of popular instruction in Massachusetts, and soon attained the rank of a standard authority on the subject throughout the the country, and among the most enlightened classes of Europe.

Meantime a singularly happy marriage with a daughter of Dr. N. Peabody, of Boston, and sister of Mrs. Nathaniel Hawthorne, had removed the cloud which previously hung over his path from the time of his early bereavement.

In 1836 he became a member of the Senate of Massachusetts from Boston, and in 1847 he was elected to Congress from the 3d District of Massachusetts, which chose him to occupy the seat just before filled by John Quincy Adams. Of that eminent champion of Freedom, Mr. Mann was no unworthy successor. Not a frequent speaker in the House, he never spoke in vain; assiduous in labor, he was always present, and never failed to vote on the right side. There, as elsewhere, he was constantly governed by the idea of duty. Every one knew that no low considerations could influence him, and thus he commanded the respect of all parties. He left Congress to take charge of Antioch College as its President, drawn to that sphere of action by his sympathy with the Christian body by which the College was founded, and by the hope of realizing there a larger theory of education than had before been put in practice. His views in this respect he has hardly been able to carry out, as the

College has been involved in pecuniary difficulties ever since he became its President. For success in that office he was qualified by mingled kindness and justice of character. In his death one of the purest, best, and ablest men of the country has passed away.—*New-York Tribune.*

STATE UNIVERSITY OF WISCONSIN.

THE First Term of the Academic year, 1859–60, of the University of Wisconsin, located in Madison, will commence on the third Wednesday, (the 21st,) of September, 1859, and continue thirteen weeks.

Admission.—Candidates for admission to any department, or school of the University, will be examined on Tuesday and Wednesday, the 20th and 21st of September, and, if furnished with proper testimonials of good moral character, will be admitted to such classes as they may be found qualified by age and attainments to enter.

Schools or Departments.—Students will be distributed according to their age and attainments, and the objects in connecting themselves with the University, in the classes of the following departments, or schools.

1. *Preparatory Department.*—The studies will be those of a first class Public High School, or Academy, and will constitute a suitable preparation for the Normal, Collegiate, or Scientific Course of the University.

2. *Normal Department.*—Special instruction in the history and principles of education, and the classification, teaching and discipline of schools, will be given by the Chancellor of the Univesity.

3. *Collegiate Department.*—The course of instruction is substantially that of the best Colleges in the United States, for the Degree of Bachelor of Arts, which will be open to any student in regular standing, for one or more terms; but those students only will be recommended to the Regents for the diploma, who shall have completed the course to the satisfaction of the Professor of each study, and after a public examination conducted by the Faculty and a committee of the Board of Regents.

4. *Scientific Department.*—The course of instruction, embracing the applications of Science to Agriculture, Architecture, Mining, Surveying, Engineering, etc., will extend through two or more years, but the classes in each branch will be open to students who shall be found qualified to enter the same, for one or more terms, and certificates of attendance and proficiency will be given accordingly, while the degree of Bachelor of Science will be granted only to those who complete the prescribed course.

5. *Commercial Departmeut.*—A thorough, practical course of instruction in Penmanship, Accounting, Book-keeping, Commercial Law, the Customs of Merchants,

etc., is given to students, whether connected with other departments or not, at their option, and at separate charge for tuition, for any number of terms.

Expenses.—The charge for tuition in either the Preparatory, Normal, Collegiate or Scientific Departments is $4; for room in University, $3, and for fuel $3 a term, payable in advance, and no remittance will be made, in case of leaving before the close of the term.

Residence, Board, etc.—Residence and board in the University under certain restrictions and conditions, can be secured by an early application to the Locating Officer.

1. No student will be allowed to occupy a room until his bills for the term are settled.

2. Students in the regular University classes, in previous occupancy, will be allowed to retain their rooms, if on the ground at the opening of the term.

3. Students from abroad admitted to the University classes, and intending to complete a collegiate or scientific course, will be permitted first to draw by lot for the vacant rooms.

4. Rooms are furnished at the expense of the students, who should bring their own bedding, towels, etc.; other furniture can be obtained here, second-hand, or new, at moderate prices.

5. Board can be obtained in the University with the families of the Professors at $2 per week, payable for the term in advance. Washing can be had for 50 to 75 cents per dozen.

Students, not accommmodated in the University, and not residing with their parents in Madison, will lodge and board in town, under such regulations as the Faculty may prescribe.

Young pupils not prepared to enter either of the regular University courses, will board in private families, and parents and guardians are particularly requested to make suitable arrangements in this regard, as no supervision on the part of the Faculty can form an adequate substitute for the regular habits of the family.

MADISON, July 28, 1859. HENRY BARNARD, *Chancellor.*

TEACHERS' INSTITUTES FOR 1859.

WE refer our readers to the circular of Chancellor Barnard, in our last issue, and recommend immediate attention to the matters therein presented, on the part of those wishing institutes in their locality during the autumn. That they are a, most important agency in promoting the welfare of our schools, through the instruction of teachers, all must acknowledge, and under Mr. Barnards's supervision, assisted by those whom he shall invite to take a part in the work, they will undoubtedly, do a great deal in concentrating the efforts of all friends of education on one plan, or scheme of improvement and reform in our school system, and methods of teaching.—ED. JOURNAL.

Editorial Miscellany.

We give up a large portion of this number to the addresses and reports read at the late meeting of the State Teacher's Association, and commend them to our readers as well worth a careful perusal. The matter of Religious Instruction in Schools, which is the subject of Mr. Kinney's lecture, and which colors and pervades the President's address, is engaging the earnest attention, and serious thought of our best educators. Differing, as they do, in respect to the amount of instruction, and the manner in which it should be given, there is a unanimity of feeling and conviction that something more than is now received is needed, to secure the best and highest culture, to make moral, industrious, law-abiding citizens of the four millions of children in our public schools.

Mr. Pradt's report on the revision of the School Law presents clearly, though briefly, the most important points of the bill prepared by the chairman of the committee, with cogent reasons for the proposed changes in our school system. In connection with the report, we refer our readers to the first article in our last issue, which shows conclusively, we think, the superiority of the county over the township system of superintendency. The other essays and addresses, so far as received, will be given in the October number.

National Teachers' Association.—This body assembled the tenth of last month, at the city of Washington, D. C., in the great hall of the Smithsonian Institute, and was called to order by the President, Andrew J. Rickoff, Esq., of Cincinnati, at 9½ A. M. Welcoming addresses were made by Mayor Berrett, and S. York Atlee, President of the Board of Trustees, which were responded to by Mr. Rickoff, who then read his opening address, which treated of educational statistics, systems, etc., and contained many valuable suggestions. After the appointment of the usual committees, and the transaction of some routine business, Prof. Daniel Read of the Wisconsin University, delivered an address upon the study of Civil Polity as a part of the course of instruction in our common schools, and at its close, in some very appropriate remarks, announced the death of Horace Mann, the great apostle of education, and moved the appointment of a committee to report resolutions in reference to this sad event, for the consideration of the association; motion was adopted, and the association adjourned to 8 o'clock P. M. In the evening, after the consideration and adoption of the resolutions in reference to the decease of Horace Mann, Mr. Elbridge Smith, of Norwich, Conn. delivered an address upon the place Christianity should occupy in American education.

The Thursday morning session was occupied in the election of officers, reports of committees, the delivery of an address by Dr. J. N. McJilton, of Baltimore, on

"The errors in the agencies through which mankind pass in the pursuit of knowledge," and the presentation of a paper by Mr. H. L. Stuart, of New-York, on "Practical Education," embracing a series of questions in reference to the giving of specific instruction in agriculture, household management, domestic economy, dietetics, mechanics, gymnastics, music, book keeping, architecture, civil government, and political economy, in our common schools.

At 2 o'clock P. M. the Association adjourned, and proceeded in a body to make a call upon the President, at the White-House.

The evening session was principally occupied by a discussion upon Mr. McJilton's adddress, and topics related to its subject.

Friday, after the appointment of standing committees, the roll of States represented in the convention was called, and one delegate from each State, designated for that purpose, responded to the following questions:

Have you a State system of Free Schools, and how far does it meet the wants of the people?
Have you Normal Schools? Teachers' Institutes? A State Association?
To what extent is the graded system of Schools adopted in your state?
Have you public libraries established by State authority?
What progress have you made during the past year?

President Buchanan spent about an hour in the convention in the forenoon, and listened to the proceedings with much apparent interest. A very interesting paper on "Education in Mexico," written by J. Escobar, of Armendaris, in the department of Chihuahua, was read by the President, Mr. Rickoff. After the passage of resolutions of thanks to the Regents of the Smithsonian Institute, hotel keepers, citizens, and railroads for favors conferred, the Association adjourned at 2 P M., and the balance of the day was spent by the teachers in visiting Mt. Vernon.

The officers for the ensuing year are J. W. Bulkley, Brooklyn, President; Z. Richards, Washington, Secretary; O. C. Wright, Washington, Treasurer, with a board of Vice Presidents, and a board of counsellors selected from the different States represented in the convention. At a meeting of the executive committee held after the adjournment of the association, it was decided, on the representations of Prof. Read, to hold the next annual meeting in this city, in August next, and we look forward with sanguine anticipations that the meeting on that occasion will be a profitable one, that it will do much to benefit our schools and school system, and spread abroad a knowledge of the resources and capabilities of the Great West.

Route to the East.—Prominent among the various routes from Chicago to New York, and the East generally, stands the one by the way of the Pittsburgh, Ft. Wayne & Chicago, and Pennsylvania Railways. We passed over these roads on our late visit to Washington to attend the National Teachers' Association, and recommend them to such of our readers as contemplate a trip to the East. There is but one change of cars from Chicago to Philadelphia, and but two from Chicago to New York; the roads are in good condition, are well stocked and carefully managed, and the traveler sees a greater variety of landscape, and more objects of interest, than by any other route. He passes through a portion of Illinois, crosses Indiana and Ohio, traverses the whole length of Pennsylvania and a portion of

New Jersey, and by stopping over one or two trains in each place can have an opportunity of seeing the cities of Chicago, Pittsburgh, Harrisburg and Philadelphia, besides many other important points along the route. The Pennsylvania road, being ballasted with broken stone, is entirely free from dust, and it passes through a country unequaled in attractions for the eye of the traveler, passing as he does, in quick succession, pleasant valleys, beautiful rivers, dark and deep gorges, steep precipices, and overhanging hills and mountains, the whole interspersed with smiling villages, farmhouses and cultivated fields, presenting a beautiful commingling of nature and art, unrivaled elsewhere, and calculated to interest and instruct the observer. The whole route, from Chicago to Philadelphia, is under the direction of J. Edgar Thompson, of Philadelphia, the President of the companies, whose efficient management, seconded by the capable Superintendents of the different divisions, has made this a favorite route; and when the Chicago and Northwestern Railway is completed, (as it will be in a few weeks,) nearly every portion of our State will be put in direct connection, by rail, with Philadelphia, Washington, New-York, Boston, and all points east.

RACINE.—J. G. McMynn, Esq., so well known in this State as an able educator, and who has been in Europe during the past year, visiting schools and studying educational systems, has returned to his former position as Principal of the Racine High School. The School Board of that city has established a Normal department in connection with the High School, and under Mr. McMynn's management it will undoubtedly become an efficient agency in training teachers for future usefulnes in the schools of the State.

MADISON.—John H. Lathrop, late Chancellor of the University of Wisconsin, has been elected Chancellor of the Indiana University, and will soon remove from this city to Indianapolis to enter upon the discharge of the duties appertaining to his new position. During his residence here, Chancellor Lathrop has made many warm friends, who respect him for his ability and scholarship, and admire his gentlemanly bearing and fine social qualities, and he leaves with their best wishes for the future welfare of himself and family.

AFTON, Rock Co.—A school pic-nic was held in a beautiful grove in this town on the 23d ult, which was a pleasant and successful affair. Nearly three hundred children were present, besides adults, and the exercises were very interesting. S. H. Carpenter, Esq., Assistant Superintendent of Public Instruction, was the principal speaker, and a correspondent of the Janesville *Free Press* says: "It was an eloquent and forcible speech, which fully sustained his State-wide reputation as a scholar and speaker." The Rev. Mr. Goodspeed also made an excellent speech, replete with amusement and instruction. Remarks were also made by Mr. John Reed, and Mr. W. L. Calkins. The exercises were interspersed with music by the Janesville Cornet Band, whose performance is very highly spoken of. We are glad to see that common school celebrations and pic-nics are becoming quite common, as the fact indicates that an increased interest is felt in the subject of education, There is, generally, an intellectual appreciation of the worth of our

system of popular education, but what we wish is, to see it become incorporated in the social system as a part of the every day habits, modes of thought, and life of the people. Then will it produce its legitimate effect upon character, institutions, and government, moulding, elevating and refining the thoughts, feelings, and aspirations of the community, so that progress and reform, which are now too much the result of spasmodic effort, and violent convulsions, shall be the peaceable, every day fruits of the prevalence of good principles, correct views, and continued labor.

WAUKESHA.—J. H. Magoffin, late Principal of the public school at this place, has taken charge of the High School at Portage City, and is succeeded by Mr. E. S. Green, of La Crosse, the present Treasurer of the State Teachers' Association.

THERE is quite an active movement just now among the friends of education, in favor of introducing artificial globes into the common schools. It is indeed time. Both our English cousins and ourselves have hitherto neglected these valuable aids to education. We have been too much in the habit of regarding globes as suitable only for the higher institutions of learning. The reverse of this is now being recognized as the fact. Thanks to the French and Germans—especially the latter—for the change. They have proved to the world that no child, learning even the rudiments of geography—not to mention astronomy—is too young to derive advantage from lessons on the globe. The experience of the best teachers shows that much time is gained by the early use of these veritable keys of knowledge, The maps are very good in their way. They give a tolearbly correct general idea of the boundaries, bearings, etc., of any particular country of limited extent. But if we require to know the relative positions of different countries. situated at considerable distances from each other, they are apt rather to mislead than direct us; whereas a mere glance at the terrestrial globe gives the necessary information at once, without further trouble, and so impresses it on the mind that it is likely to be retained through life. But it is not alone to students that globes are useful. They are so to all who read. It is incredible to those who are unacquainted with their use, what important aid they afford even in the perusal of the daily journals, or the Bible. True, a good pair of globes cost a pretty round sum; but so do any articles which are useful—which economize time, and which require labor and skill in their production. They do not, however, cost one-third as much now as they did some seven years ago. Then all, or mostly all, had to be imported from France or England; whereas, neither of those countries export better or more beautiful globes than are at present manufactured in our own country by Messrs. Moore and Nims, of Troy, N. Y. I have recently had the pleasure of examining a whole series of these—in eight different styles and sizes—and in commencing this epistle, it was my intention to give your readers a brief description of them. I can only say now, the sixteen-inch bronze pedestal stand globes of Troy manufacture, surpass in accuracy, beauty and elegance of finish any similar articles it has ever been my privilege to examine.—*Pittsburgh Gazette.*

ADVERTISEMENTS.—See new ones in this number of Sheldon & Co., of new books; Johnson of School Furniture; Barnes & Burr of the completion of National Series; G. & C. Merriam of their pictorial edition of Webster's Dictionary, and J. H. Rolfe of Pelton's Outline Maps. We call the special attention of school boards to the liberal terms offered by Mr. Rolfe for the sale of the maps. Every intelligent teacher knows their value as an aid in teaching geography, and an opportunity is now given of obtaining them at a price that puts them within the reach of every school in the State. It would be well for some person in each district to take the matter in hand, and see that the subject is brought before the annual meeting this month, as we are pursuaded that a little well directed effort would result in furnishing a large number of the schools of the State with these almost indispensable aids in teaching geography. Also see adv't of Commercial School

APOLOGY.—On account of absence from the State for a portion of July and August, the duties of this office have been somewhat neglected, and mistakes have been made by those left in charge, in consequence of which the July and August numbers were not mailed to some subscribers when they should have been. For the same reason we are late in issuing this number, but hereafter we shall be in time, and the favors of correspondents will be attended to at once.

On account of the space occupied by the addresses delivered at the meeting of the association, we have been obliged to omit the Supt 's department, and mathematical department; next month we shall give both. Several interesting articles, notices of school examinations, erection of school-houses, etc., have been crowded out, some of them after they were in type.

We have received the *Ladies' Home Magazine*, and *Great Republic Monthly* for September, but have no room to notice their contents further than to say they are fully up to the preceeding Nos. in every respect.

We have received catalogues of various institutions, in this and other States, but have no space to devote to them this month.

BOOK TABLE.

COOPER'S NOVELS—The Pilot, a Tale of the Sea, illustrated by Darley. New-York W. A. Townsend & Co. Chicago: Wm. B. Keen.

We have received the seventh volume of the elegant new edition of Cooper's Novels. It contains two steel engravings by Darley—one illustrative of a scene between the Pilot and Alice Dunscombe, and the other depicting Long Tom Coffin on the wreck of the Ariel—and also many charming wood-cuts scattered through the volume. Any of our readers who are unacquainted with "Tom Coffin," should at once procure a copy of Cooper's most popular sea story, or what is still better, subscribe for the whole series. An eminent English critic thus writes of Cooper: "The power with which the scenes on the waste of waters are depicted, and the living interest with which Cooper invests every particle of a ship, as if it were all an intelligent being, cannot be excelled, and has never been reached by any author with whom we are acquainted. For these qualities his novels will live with the language, for we may look in vain elsewhere for pictures so vivid, so faithful, and so intelligible."—*Church Record.*

SANDERS' ANALYSIS OF ENGLISH WORDS, designed for the higher classes in schools and academies; by CHARLES W. SANDERS, A.M., author of a series of school readers, speller, definer, analysis and elocutionary chart. New-York: Ivison & Phinney, 48 and 50 Walker St.; Chicago: S. G. Griggs & Co., 39 and 40 Lake St., 1859.

This work is prepared upon the plan of Dr. McElligott's "Young Analyzer," and "Analytic Manual," and is designed to teach the analysis of those derivative and compound words which have been introduced into our language from the Latin and Greek. Section first is devoted to an explanation of derivative and compound words. Then follow rules for spelling, explanations of the prefixes, observations and exercises illustrating their use; derivatives made opposite in meaning by means of prefixes; derivatives formed by means of prefixes; explanations of the suffixes. with observations and exercises illustrating their use; radicals and derivatives defining each other; radicals and derivatives opposite in meaning; radicals combined with a variety of suffixes; compound words and miscellaneous derivatives and compounds, the whole presented in a simple and comprehensive form, well adapted to the capacities and wants of those pupils in our schools (and they are by far much the larger number) who do not expect to become classical scholars. The adoption of this book by our schools would do a great deal to promote a better knowledge of our language, and greater precision in its use.

THE NATIONAL ORATOR, a selection of Pieces for the use of young students in schools and academies, by Charles Northend, A.M,, author of Teacher and Parent, Teacher's Assistant, Little Orator, etc.; New-York; A. S. Barnes & Burr. 1859.

A choice collection of extracts from the best authors, in prose and verse, suitable for reading, recitation and declamation. We commend the book to teachers and pupils, as an important aid in making good readers and speakers.

EDUCATIONAL TOPICS AND INSTITUTIONS; by George S. Boutwell, Secretary of the Board of Education of Massachusetts.

We have read this book with profit. It is a manly, dignified, and philosophical treatise, widely differing from the effeminate works on the same subject with which the country is flooded. It is an original work, adapted to our own age, and to our own country. The right of our Public Schools to be considered auxiliaries in the prevention of crime, is here nobly vindicated, and the great benefit to the community of the establishment of Reform Schools conclusively shown. Many defects in our educational systems are pointed out, and improvements suggested, which will be of great value to the practical instructor. The paper showing the intimate connection between the stability of our government and the proper education of the people, is a learned and logical production. We most heartily commend it to those teachers desirous of acquiring philosophical ideas on a variety of subjects connected with their profession. (Com.)

THE NATIONAL ELEMENTARY SPELLER, a critical work on pronunciation; embracing a strictly graded classification of the primitive, and the more important derivative words of the English language, for oral spelling; exercises for writing from dictation, prefixes, affixes, etc. etc.; by J. Madison Watson. New-York, A. S. Barnes & Burr, 51 and 53 John St. 1859.

In the preface the author states that the arrangement of this work has been determined by the following facts: "That the most expeditious mode of learning spelling is by the eye; that the definitions and uses of words, as well as their orthography, are soonest acquired by frequently writing exercises from dictation; that by a thorough classification, the spelling and pronunciation of extended lists of words may be learned with nearly the same facility as of separate ones, and that orthoepy and orthography should be simultaneously taught." These principles seem to be fully embodied in the work, which presents, in the compass of one hundred and fifty pages, most of the primitive words in common use, classified with regard to their formation, vowels, alphabetical equivalents, accent, and number of syllables, with their exact pronunciation indicated by the use of numbered vowels, marked consonants, and italic letters. The book seems to us to present all the features of a good speller, and in some respects it is, we think, superior to any other similar work with which we are acquainted.

BROOKS' CÆSAR: C, Julius Cæsar's Commentaries on the Gallic War, elucidated by Eglish notes, critical and explanatory, and illustrated by maps and plans of battles, views, and a lexicon of all the words contained in the text; by N, C, BROOKS, A, M,, Pres't of the Baltimore Female College: Baltimore, Cushing & Bailey, 1859,.

We have received the above work from Barnes & Burr, booksellers, New-York, who are now Mr. Brooks' publishers, and can commend it to all classical students who wish to become acquainted with the military operations and policy of Rome's greatest general. The text seems to be "formed from a careful comparison of the various readings which different editors have been pleased to adopt;" the notes are full and instructive; the Lexicon sufficient for the text; the type and paper are of good quality; and the work contains twenty-six illustration of battle fields, camps, marches, etc. It is worthy of adoption as a text-book in schools in which the study of Latin is pursued.

THE PROGRESSIVE PRACTICAL ARITHMETIC, containing the theory of numbers, in connection with concise analytic and synthetic methods of solution, and designed as a complete text-book on this science, for common schools and academies, by HORATIO N. ROBINSON, LL.D., author of a series of mathematical works. Chicago: S. C. Griggs & Co.; New-York, Ivison & Phinney, 48 and 50 Walker St. 1859.

This work is prepared on the principle, as the author states in the preface, "that both teacher and pupil should have the privilege, as well as the benefit, of performing at least a part of the *thinking* and the *labor* necessary to the study of arithmetic, hence the work has not been encumbered with the multiplicity of 'notes,' "suggestions," and superfluous operations so common to most practical arithmetics of the present day." Many teachers sympathize with this view, and to such the book will be welcome on that account, while its neat appearance, the beauty of the typography and mechanical execution, the arrangement of the subjects, the conciseness of the definitions, and the improved methods of operation and analysis, recommend it to all our teachers as worthy of a careful examination. It is fit to take a place in the excellent series of mathematical works prepared by Dr. Robinson, and will undoubtedly receive its share of public patronage.

ALL ABOUT IT, or *The History and Mystery of Common Things.* New-York: W. A. Townsend & Co., 46 Walker St. 1859.

This is one of the class of works of which Brewster's Familiar Science was the prototype, and which are adapted to interest and instruct that large class of our people, who are unable to obtain a scientific education, and who have not time to read extended works upon the topics treated of in these books. This work comprises clear and concise descriptions of materials and methods of manufacture of most fabrics in common use; treats of fruits, cereals, glass, metals, leather, coal, medicines, woods, minerals, liquors, oils, the atmosphere, electricity, arts and sciences, etc., etc. It contains a great amount of useful information, and should be in the library of every person who does not possess separate treatises on the topics of whichit treats.

AN ELEMENTARY ALGEBRA, designed for the use of common, private and high schools, academies, female seminaries, and private students, by JOHN F. STODDARD, A.M., author of Stoddard's Arithmetical Series, and W, D. HENKLE, Professor of Mathematics, Southwestern State Normal School, Lebanon, Ohio. New-York: Sheldon & Co. 1859.

We find many things in this book to admire. The first twenty-six pages are devoted to questions involving the principles of simple equations, without using any of the processes peculiar to it in algebra proper, such as transposition, clearing of fractions, etc., and the pupil is lead by easy steps, by the method of reasoning employed in intellectual arithmetic, from principle to principle, so that, when he enters upon the study of the definitions and technicalities of Algebra proper, he is prepared to understand their application and use in the solution of problems, and the construction of rules. By leaving out unnecessary and cumbersome explanations, and economising space, the authors have been enabled to present a great variety of topics, and to cover more ground than is usually covered by similar treatises. The book is well printed, and neatly bound in sheep, and presents an attractive appearance, a point of some importance in the matter of text-books.

THE

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MORAL INSTRUCTION IN SCHOOLS.*

LADIES AND GENTLEMEN:—The subject of public morals is always of the profoundest interest to all who have any regard for the security of the commonwealth, and the safety and happiness of society. To so great a degree has the culture of morality been neglected in many of our public schools that the language of Thomas Fuller, penned more than a century and a half ago, seems as appropriate now as it was the day it was written:

"The good schoolmaster studieth his scholars' *natures* as carefully as they their books; and ranks their dispositions into several forms. And tho' it may seem difficult for him in a *great school* to descend to *all* particulars, yet experienced schoolmasters may quickly make a grammar of boys' *natures*, and reduce them all, (save some few exceptions,) to general rules. Our common education is not intended to *render* us *good* and *wise*, but *learned*: it hath not taught us to *follow* and *embrace* virtue and prudence, but hath imprinted in us their *derivation* and *etymology*."

There is a class of teachers who feel that the duties of their profession are exceedingly onerous; who desire that their vacations be as long, and their terms of service as short as possible; who are always punctual when pay-day arrives, but drag their slow feet to the schoolroom, as if going to a weary prison, or to the last resting-place of some dear friend; who take every occasion, and sometimes, upon the slightest pretense, make occasions, to rescue a half day or half hour from the tedious routine of duty. These teachers are not particularly desirous to be made acquainted with additional school duties which would not at all assist them in solv-

* Lecture before the State Teachers' Association, Madison, Wis., July 26, 1859, by E. P. Larkin, Principal of 2d Ward High School, Milwaukee.

ing the great problem of their lives, which seems to be how to get the most money for the least service; or, conversely, how to do the least service for their wages. There is another class of teachers who feel that they are perfectly competent for their position; they do not desire to change their course of instruction as to either method or scope. They have learned all about their business that they wish to know, and will thank no person to point out a new duty, or instruct them in the better performance of an old one. Such teachers are always found in positions far beneath their ability: indeed, they regard themselves as competent to perform the duties belonging to the highest degree of the teacher's profession. They treat with scorn any innovation upon their preconceived opinions, and regard any changes in school policy as inimical to their interests. This lecture is not prepared for either of the classes enumerated; but there remains a last class of teachers to whom these thoughts and reflections, such as they are, are addressed; and that class is made up of all those who, feeling the vast responsibility of the teacher's calling, and conscious of their own imperfections, and even inability, no matter what may be their qualifications, to fully perform their responsible duties, are willing to learn, from any and every source, aught that may assist them in better discharging these duties.

The true teacher, wedded to his profession, will make everything contribute to that profession; and will often have occasion to learn valuable lessons from the poorest scholar he may instruct. A teacher recently remarked that he often learned more in visiting a very poorly kept school, than one of the best grade, because he there detected his own faults of instruction, or government, which had previously escaped his closest scrutiny, brought out on a large scale. Teachers who are thus ever on the *qui vive* for something that shall contribute to their advancement, may not find the subject which we are about to introduce to their attention, entirely profitless. Our object is to awaken an interest in a direction hitherto untraversed, and in a department of instruction which has been greatly neglected.

Much as has been said and written upon the subject of education, we are aware, in but a single instance, of any systematic efforts in the department of oral instruction for common schools. Here, then, is a vast field for the teacher, open and mostly uncultivated. Many mistake the object for which the teacher labors, or should labor, and what renders him a successful teacher. They look upon the means as the end, regarding him as successful who makes proficient scholars in arithmetic, geography, grammar, philosophy, chemistry, or language; forgetting, or, at least, overlooking the fact that all the habits of the child are to be formed, his entire character moulded and fixed for life, while he is a child.

On this point we must not be misunderstood; we are not of those who believe that the natural sciences and higher mathematics, or any other studies, are to be introduced into the common school, to the exclusion of

the common branches. So far as letters are concerned, the main business of the common school is to teach reading and spelling, writing (both penmanship and composition), arithmetic, geography, and grammar; and any study which excludes or interrupts the thorough mastery of any one of these branches, in so far forth, is injurious to both school and scholar. Nor do we believe that the so-called "higher" branches can be introduced into our common schools, to any considerable extent, without inflicting the injury to which we have alluded. We have already had scholars enough in algebra, natural philosophy, history, and rhetoric, who could neither read nor reckon, and who would be puzzled with the simplest questions in geography. Whatever else he may accomplish, certainly, he who cannot, generally, teach the common branches successfully, is unqualified for the teacher's profession. But the difficulty is, that too many regard this as their whole business, and imagine that when it has been successfully accomplished, no further duty awaits them; as though a thorough knowledge of these branches were an end, either to scholar or teacher, and not a means to another and higher end. It certainly is not the end of human existence to read, or reckon, or understand grammar; and what of the child's other activities, his thoughts and his conduct, his character, his body and his soul, while he is acquiring these useful branches? Under the most sedulous care, but a small portion of the child's entire time will be devoted to study; and but a mere fraction of his thoughts and mental exercises will be about his lessons. But what of his other thoughts? Has the teacher nothing to do in directing *them*? What of his habits and character? Is the teacher to have no hand in guiding his pupil, and directing him onward and upward to a nobler manhood? Is it of no moment to the teacher that the child under his charge acquires a feeble or distorted physical constitution, as the result of bad ventilation of the room in which he is compelled to spend his early years, or through neglect of those physical exercises which ought to be practiced in every school? Or is it of consequence to direct the development of the physical system when it is most vigorous in its growth, but of no concern to direct the formation of the character, and the development of the moral constitution, when it also is the most formative, and, so to speak, fullest of the juices and vigor of youth? Teachers should not forget that their business is not to educate mathematicians, nor linguists, nor scholars in any direction, but to educate *men*. Perhaps it will help us in apprehending the duties of the teacher, to regard him for the time, precisely in *loco parentis*; and to consider that all the solicitude which a parent should feel for the generous and manly development of his offspring, is to be shared by the teacher.

It seems evident, then, that a course of oral instrnctions, should form an important and indispensable part of the curriculum of study, during the entire school life. It is impossible and undesirable to define here the various topics which these oral instructions should embrace. It is suffi-

cient to say that our subject constitutes one of the principal branches of these instructions. Our free school system is destined to develop and to succeed, so far as intellectual discipline and mental acquirements are concerned. The only danger which can possibly be apprehended, is the neglect of moral culture. "The human body may attain its noblest perfection of health and strength, the observation may be acute, the intellect profound, the imagination rich; and yet these varied and glorious powers be turned to evil. Strength may support tyranny, acuteness and depth raise up obstacles to truth, and imagination spend its gorgeous eloquence in the service of the basest vices." "The work is incomplete if the moral nature remains uncultivated. Physical and intellectual education aim at the perfection of the instruments which may become splendid implements of evil, if moral education does not succeed in regulating the power which is to use them." Channing seemed to regard this question of moral instruction in the same light when he said "The exaltation of talent, as it is called, above virtue and religion, is the curse of the age. Education is now chiefly a stimulus to learning, and thus men acquire power without the principles which alone can make it good. Talent is worshiped; but, if divorced from rectitude, it will prove more of a demon than a god."

We do not say that the moral nature should be cultivated alone. That were to oscillate to the other extreme. Nor does our danger lie in that direction. "Upon this subject," says Bishop Potter, "another and not less pernicious error is to to mistake for education a partial, narrow culture, which operates on but a part of the mind. In some instances the moral nature is addressed, to the exclusion of the intellectual; but much more frequently the intellectual powers are fostered, to the grievous neglect of the spiritual and moral. The child is dealt with, not only as though these two classes of powers were separate and independent of each other, which is a great mistake, but as if one class could be safely aroused and enlisted into action, while the other remains dormant. Under the reign of scholastic philosophy, a discipline which developed the reasoning faculty and cultivated the study of theology, took sole possession of places dedicated to education. In our own age we have passed to the opposite extreme. Unbounded pains are now taken to enlighten a child in the first principles of science and letters, and also in regard to the business of life. At a time, too, when an intellectual has been substituted for a physical supremacy, and results are produced almost entirely by talent and address, it is thought an object of vast consequence to develop mental energy and activity. In the mean time, a culture of the heart and conscience is often sadly neglected, and the child grows up a shrewd, intelligent, and influential man, perhaps, but yet a slave to his lower propensities. Talent and knowledge are rarely blessings either to their possessor or to the world, unless they are placed under the control of the higher sentiments and principles of our nature. Better that men

should remain in ignorance, than that they should eat of the fruit of the tree of knowledge, only to be made more subtle and powerful adversaries of God and humanity."

Let us specify more particularly some of the reasons why good moral habits should be formed in children. And first, some moral character will be taken on. No greater mistake can be made by the teacher than to suppose that because he is not teaching well, he is, therefore, not teaching at all; or that the children under his guidance, although not improving in morals, are, at least, growing no worse. The plastic mind will assume habits, and as the molten brass can be cast into any form while in a state of fluidity, but, if neglected, will harden into a shapeless mass, so the impressible character of childhood, ready to be bent and directed, influenced and controlled by the skillful teacher, if neglected by him, will as surely be directed by other influences, and finally become fixed as they shall determine. Every word spoken in presence of the child, pleasant or otherwise, every harsh look and action, as well as every gentle and approving smile, every oath and prayer which the child hears, are all so many moral educators, constantly determining his future character; and when we consider the vast preponderance of evil in the world—the probability that evil influences surrounding childhood will greatly outnumber the good, then the necessity of the most unremitting moral culture becomes painfully apparent. "Vice," says Seneca, "we can learn ourselves, but virtue and wisdom require a tutor. "Secondly, the habits contracted in childhood and youth are very apt to be permanent. Men everywhere suffer from evil habits contracted in early years. Like the mountain torrent, they go on increasing in volume and force until in after life they become irresistible; and it often happens that more reliance is to be placed upon the force of custom, both for good and bad purposes, than upon any other element in a man's character. Lord Bacon's thoughts upon this topic are worth transcribing, and the more so, because what he asserts of society in general, is all the more true when referred to that most formative of all society, the school. "Men's thoughts are much according to their inclination; their discourse and speeches according to their learning and infused opinions; but their deeds as they have been accustomed; and, therefore, as Machiavel well noteth, (tho' in an evil favored instance,) there is no trusting to the force of nature, nor to the bravery of words, except it be corroborate by custom.

His instance is, that for the achieving of a desperate conspiracy, a man should not rest upon the fierceness of any man's nature, or his resolute undertakings, but take such an one as hath had his hands formerly in blood; but Machiavel knew not of a friar Clement, nor a Ravillac, nor of a Baltazar Gerard. Yet this rule holdeth still, that nature nor the engagement of words are so forcible as custom. The predominancy of custom is everywhere visible, inasmuch as a man would wonder to hear men profess, protest, engage, give great words, and then do just as they

have done before, as if they were dead images and engines, moved only by the wheels of custom.

Bacon's examples are also in point. Custom compels the wives of the Indians to burn themselves upon the funeral pyre of their husbands; and the lads of Sparta were wont to be scourged upon the altar of Diana without so much as squeaking; and an Irish rebel of Queen Elizabeth's time put up a petition to be hanged in a withe, and not in a halter, because it had been so used with former rebels. Many examples may be put of the force of custom, both upon mind and body; therefore, since custom is the principal magistrate of man's life, let men, by all means, endeavor to obtain good customs. Certainly, custom is most perfect when it beginneth in young years; this we call education, which is, in effect, but an early custom.

So, we see, in languages the tongue is more pliant to expressions and sounds; the joints are more supple to all feats of activity and motion in youth than afterwards, for it is true that late learners cannot so well take the ply. But if the force of custom, simple and separate, be great, the force of custom, copulate, and conjoined, and collegiate, is far greater; for their example teacheth, company comforteth, emulation quickeneth, glory raiseth. So, as in such places the force of custom is in its exaltation, certainly, the great multiplication of virtue upon human nature resteth upon societies well ordained and disciplined; for commonwealths and good governments do nourish virtues grown, but do not much mend the seeds."

If the habits and customs, the intellectual and moral character of the man, are to be determined by his early discipline, the world, humanity, has a right to demand that such instruction and discipline be good; and thirdly, the world does demand an advanced state of morals in the rising generation. We cannot ignore the claims of humanity. The toiling millions have a demand upon the enlightened youth of christian nations to relieve them of their heavy bondage—a bondage two fold—physical and moral, and to be relieved by first unbinding the heavy burdens upon men's shoulders; that is, by relieving the world of the vast amount of drudgery now necessary to support life, by compelling the powers of nature to perform the mechanical labors which now engross the whole existence of the great majority of mankind. This is the appropriate sphere of science; and thus, by elevating humanity from their intellectual and moral degradation, freeing them from that servitude to appetite and passion, to sin and folly, to sensuality and vice, which is a thousand fold more crushing and disastrous to human intellects and welfare than any physical bondage can ever be. Humanity has a claim upon the rising generation to fulfill these missions; but unprepared and incompetent will the youth of this generation be to discharge such holy trust, unless morally as well as intellectually educated.

Says Dr. Humphrey: "It must strike every one who is capable of

taking a just and comprehensive view of the subject, that the common idea of a good education—of such an education as every child in the State ought to receive—is exceedingly narrow and defective. Most men leave out, or regard as of very little importance, some of the essential elements. They seem to forget that the child has a conscience, as well as an intellect. If they do not lay too much stress on mental culture, which is scarcely possible, they lay, by far, too little upon that which is moral and religious. They expect to elevate the child to his proper station in society, to make him wise and happy, an honest man, a virtuous citizen, and a good patriot, by furnishing him with a comfortable school-house, suitable class-books, competent teachers, and, if he is poor, paying his quarter's bills, while they greatly underrate, if they do not entirely overlook, that high moral training, without which knowledge is the power of doing evil rather than good." "A more Utopian dream never visited the brain of a sensible man, than that which promises to usher in a new golden age by the diffusion and thoroughness of what is commonly called 'a popular education.' With all its funds, and improved school-houses, and able teachers, and grammars, and maps, and black-boards. such an education is essentially defective. Without moral principle at its bottom to guide and control its energies, education is a sharp sword in the hands of a practiced and reckless fencer. I have no hesitation in saying, that if we could have but one, moral and religious culture is even more important than a knowledge of letters; and that the former cannot be excluded from any system,of popular education without infinite hazard. Happily, the two are so far from being hostile powers in the common domain, that they are natural allies, moving on harmoniously in the same right line, and mutually strengthening each other. The more virtue you can diffuse into the hearts of your pupils the better they will improve their time, and the more rapid will be their proficiency in the common studies."

To be Continued.

FALSE EDUCATION OF GIRLS.

In the publicly much lauded and privately much despised days of our grandmothers, I suppose there was a time when such things as girls and young women were often to be seen, when, if we are to believe modern story-tellers, the maidens were all beautiful, and wise and good; good spinners of wool, and flax. and tow; good weavers; good cooks. I believe if any one were to search our towns and villages as Jerusalem of old was said to be searched, with lighted candles, the species would be found yet extant: but no one who does not make careful search will be likely to find anything belonging to the genus, except young ladies and

* An essay read before the State Teachers' Association, at Madison, July 28, 1859, by Miss E. L. Bissell, of Prairie du Chien.

old maids. Boys, especially in the country, are not quite so scarce, but they are growing more and more rare. The niche they used to fill in the highways and byways of every day life is being filled by young gentlemen and "Young America." I don't know how much better things were in the days of my grandmother. I suppose she did not weep over the sorrows of Aunt Chloe and Uncle Tom, nor shed tears over the death of Evangeline St. Clair, or Paul Dombey; but it is quite as probable that she did not read the Atlantic Monthly; and if she was not silly enough to waste her time over the New-York Ledger, she never read the New-York Tribune; and I have a suspicion that, although she did know nothing of such imaginary affections as those of Tom Pinch for darling little Ruth, or of Eliza for baby Harry, yet she was not unacquainted with the loves of Alonzo and Melissa, and of Paul and Virginia, and with the griefs of the Children of the Abbey—which one, at least, of her granddaughters is, except by hearsay.

Of modern young ladies, Dickens will tell of a dozen, all of whom, except two, might change minds and no one be able to discover the difference; and, of these two, one is a spectacled, sharp nosed old maid, and the other is the wife of a miserable man, (who suffers for good dinners and buttons,) and the mother of four daughters, all intent upon the great end of woman's life, matrimony, the forlorn hope of which simpers out every time she meets an unmarried man.

Healthy, useful young women there are, and that there are so few is the fault, not so much of the persons themselves, as of their educators. Wise men have spent breath, and worse than wasted ink and paper, in trying to show that a woman of a really strong, healthy mind cannot fill well her peculiar sphere in life. As if knowing the difference between a Latin verb and a mathematical proposition were to unfit her for domestic life, or render her hand less cooling to the fevered brow of sickness; or as if inquiring earnestly into the principles of political economy were to deafen her ear or harden her heart to the cry of the needy or sorrowful. There has been an endless amount of twaddle about educating the head at the expense of the heart, the affecting and interesting beauty of woman's helplessness. Poets sing with love-lorn pathos of "household gods," and "characterless women," and novel writers are always prating of fainting angels in silks and satins. Household gods you will find only in poetry, and characterless women you will meet, flatter, despise, every day; but, inasmuch as there is no sickness in Heaven, Seraphim are supposed not to faint.

Girls are taught by word and practice, by precept and example, that the best and highest end of their earthly existence is to become a parlor ornament, and even as a parlor ornament she must not do her best. If you select a flower, a picture, or a statuette for your parlor table, you do not look about for a pale, withered, drooping rose; you do not seek an insipid, expressionless picture, and your statue must be perfect of its sort. The

cheek of your Hebe must be full and round, the body must be perfectly modeled, and the limbs be chiseled to complete development. But the young lady you put there must not wear a full cheek, lest it blush too deeply; her limbs and body must not be brought to shapeliness and beauty, lest she be indelicate. In short, and in plain English, she must not be vulgarly well. I know that now, since common sense is really getting fashionable, since the upheaving of that great wave of public sentiment, the spray and foam of which is known as the woman's rights movement, the theory is changed, but not so the practice. Now, it is true we are all joining in the chorus, and blaming the young woman for being the weak, useless, sentimental creature she has by her education been almost forced to become. Scarcely a monthly makes its appearance, and the weekly periodicals are getting scarce, wherein does not appear an article on The Rights of Woman, The Education of Females, Ought Women to Learn the Alphabet, Woman and her Influence, Woman and her Sphere. All this has given, and is giving rise to a new state of affairs, and there is no doubt that the remedy is begun. To help this on somebody sings:

"My lady is tired to death;
She has studied the print of a gay velvet rug,
And given her dear darling poodle a hug,
And from her bay window has noticed the fall
Of a ripe nectarine from the sunny wall;
She 's embroidered an inch on some delicate lace,
And viewed in the mirror her elegant face;
Has looked at an album, a rich *bijouterie*,
Then restlessly owned herself dead with *ennui*.

"And my lady is tired to death,
Exhausted. It 's strange, that as day after day
Of her frivolous life passes slowly away,
So aimless and stylish, so empty and fine,
So free from those duties sometimes called divine,
That she wearies of something, she scarcely knows what,
Thinks of, not what she is, but what she is not,
Oh no, all emotions are vulgar, you know,
And my lady's have always been quite *comme il faut*."

And no wonder she is tired to death. So would you and I be. But if her husband or father have money enough to be able to clothe and feed her in her elegance, let her presume to attempt a change if she dare; and if she have been born with the retiring modesty we can but love, then woe betide her future peace. Let her make her own dresses, and wash her own dishes, and her name will be repeated in every parlor, and will be in the mouth of every man within hearing of the report, sometimes to

praise, no doubt, but more often to ridicule, and sometimes to blame. O if she have larger desires, let her apply her mind to study, let her attemp to teach, let her lift her pen as an authoress, and straightway she is on of your strong minded, a blue stocking, a despiser of her lot. Let he presume to be decided in her own opinions, theological, political, eco nomical, and especially if she be a little peculiar in her views, she ma be thankful if her name is not sounded in the newspapers. Some break fast-table professor will tell you that it does seem that she has elevated an dignified herself, and that it seems rather strange that an intellectua man should find it no longer possible to love her.

Female Seminaries, Ladies' Boarding Schools, and, of late, a frothy kind of institution known as Ladies' Colleges, are in vogue. where a young woman can finish mathematics, learn French, study German, get a smattering of Latin, a tolerable idea of most of the sciences, and some general knowledge of theology, all in the course of four or five years Besides all this, she must take lessons in music and painting; and for the part the world wishes young women to act, these are just the schools needed. Let me here offer my meed of praise to that mother of schools for ladies in our country. God has set his seal upon the labors of Mary Lyon, and around his throne to-day are many redeemed souls, who, no doubt, hail her as the means He has been pleased to use for their salvation; and until the records of time are closed her influence for good will not cease. Scattered here and there through our country, are teachers, high minded, true, noble, and earnest, whose *alma mater* has been some school founded upon her model; but those of us who have been behind the scenes know very well that these are the exceptions. We know that now, at least, the great mass of those who graduate from these schools come out with a clear idea of very few of the whole course of studies. And, worse yet, they come out with false, degraded, unjust ideas of life. Instead of regarding their school-days as moments for precious garniture, they look upon them as making up a term of imprisonment, over which it is the best thing they can do to get with the least amount of work, and the greatest amount of stolen pleasure. The fault is, probably, not often in the teachers. It is in the system itself, and, more generally still, in the needs of the persons to be educated. The fact is, they are not getting their education to use it. They are getting over so many years of school, and getting ready to commence their real business in life—getting "tired to death" doing nothing.

In an institution of which I was once for a short time a member, young ladies were permitted to take the same course of study which gentlemen were; and this was substantially the same as that pursued in other colleges. Those who joined this school were expected to take the same lessons and the same part in recitation which gentlemen did, and a goodly number were always found who could and would do it. But they were from the length and breadth of the land. They were from among those

who foresaw that they must make their education the instrument by which to procure their future daily bread; who had determined to make the most of the the talents God had given them; those to whom domestic life might come by and by, a blessing to be accepted and used, to be only another opening for work in the vineyard of the Lord, and not as the great end of their being, not as the only desirable good. Quite often some young lady who could "just as well take along six studies as three," who thought that Heaven and matrimony were synonomous terms, or who "enjoyed" delicate health, left for some ladies' school. They were only to be pitied. Their mothers had stitched dresses, and baked cakes, and given lessons about being ladylike, and genteel, and delicate, from the day they first longed for a good romp in the woods, till now; not, of course, with the avowed intention of making them unhealthy in mind and body, but the direct tendency of which was such.

Mothers still are doing just so; and you, if you are a parent, are probably giving just such instruction to your daughter as will make it necessary, if she be sent to school at all, that she shall be sent to a Ladies' School. You may, perhaps, send her to the public school so long as she is blind to the fact that she is a young lady, and not a little girl; but if she finds a teacher who is not willing to excuse her from some recitation about once a day, and from school about once a week, because she has the headache, or the finger ache, or some other ache, you will have to take her out. You will send your oldest boy Dick to school, because, as soon as he is old enough, you intend he shall learn a trade, in order that he may earn a decent livelihood, and you do not wish him to be an ignorant mechanic. You will send your eldest daughter because everybody goes to school now-a-days, and she must learn to read and write before she is old enough to get married. You will send Harry because he loves his book, and you wish him to acquire a profession and make a useful man; and you will send Mary because she loves her book, and is not good far anything else; you don't believe she ever will get married. You will send Tommy because you mean to give him the old farm, and even farmers need an education in this day of newspapers. But you will send Belle to see if she cannot be taught to be a little less hoydenish; if not, she will never get married. You will take the New-York Tribune and the Scientific American for the boys, that they may be intelligent and keep up with the times; and you will take Godey's Lady's Book for the girls, that they may get patterns for embroidery, and keep up with the fashions.

We rejoice that an attempt towards a remedy is being made. The applications of "Tired to Death," and "Nothing to Wear," are wholesome, no doubt, and rather caustic, but, unfortunately, they, and most of the other remedies yet in use, are directed against the effect, and not the cause; and, until the cause is removed, efforts toward a radical cure, though not utterly fruitless, will be of little avail. The cause is, in itself,

apparently futile, but the disease is deep. Women are, in spite of theories to the contrary, too generally physically weak; and then it is vastly easier to feel that God and our fellow creatures have taken responsibility and necessity for action out of our hands, and that we are fulfilling our destiny by gently smiling upon the labors of others, than it is to feel that humanity and christianity are laying burdens upon us which we can only carry by earnest, industrious effort. We, as teachers, can do something to bring about a more healthy state of things. We can show young women that we think ignorance and stupidity a disgrace; that laziness is not interesting illness; that it is full as genteel to know who is the Vice-President of the United States, and to know latitude from longitude, as it is to have the nervous headache; that it is more ladylike to help bind up a bleeding wound than it is to faint away; that cheeks painted by health are more beautiful than those painted by rouge. We can show them that the investigation of a mathematical question is as well worthy of an immortal mind as the most intricate stitch in crochet. Henry Ward Beecher wonders where the good earnest working men come from. I wonder where the good, intelligent, industrious women come from. That women of middle age are so generally sensible, useful, worthy persons, only proves that there is, after all, in the female mind an under stratum of good sense, which only needs to be kept clear from the rubbish of affected weakness and morbid sentimentality that the earth may be blessed with wholesome and whole-souled common sense young women and girls. No longer then will rise the wail:

"Still my lady is tired to death;
Oh woman, false woman, false mother, false wife,
What account can you give of your poor wasted life;
Of that life that has passed like a feverish dream,
The life that has not been *to be*, but to seem;
What account will you give in that awful last day,
When the pomp and the show of the earth pass away,
When the Master demands of the soul he has given
A stewardship rendered on earth and in Heaven?

"Tired to death.
Cast off for a moment your diamonds and lace,
And shine in the light of true womanly grace;
Look around you and see, with eyes raised to the light
Strong men and true women, who live for the right,
Brave hearts that ne'er falter, though distant the goal;
Great lives whose fierce struggles will never be told,
Whose wild straying hearts stern duties control,
Whose only true life is the life of the soul."

THE TRUE ORDER OF STUDIES.

BY REV. THOS. HILL, WALTHAM, MASS.

(*Continued from the July Number.*)

In our former articles we gave a general view of the whole field of edu-
ation as it presents itself to us. We propose, now, to take it up more
detail, and, in the present article, to treat particularly of mathematical
udies. But, before we begin the discussion of the special subject, let
s briefly recapitulate the general views, which lead us to assign this
pecial study a primary place in education.

A child's will, under the guidance of reason, and at the impulse of
assion or feeling, manifests itself through a physical organization. A
urfold education is therefore needed. It is essential that the body should
e in good health, and that its powers, both of perception and action, should
e trained to promptness, accuracy, and efficiency. It is necessary that
ast sentiments and pure emotions should be fostered, evil passions and
rong desires repressed. Nor can we neglect the enlightenment of the
ason and the training of the logical powers. Least of all will a true
ucation fail to give energy and purity of purpose to the will.

Now, these four modes of education,—the religious, which directs and
rengthens the will, the intellectual, which informs and develops the
ason, the moral, which cultivates the taste and restrains the passions,
d the physical, which exercises the senses and develops the muscles,—
ust be carried on together, and not one of them can be neglected with
punity by those intrusted with the education of youth, whether in the
rsery, the school, or the college.

Again, there are three sets of intellectual powers,—the perceptive, the
aceptive, and the logical. All knowledge rests on a double basis of
rception and conception; but perception logically precedes conception.
e powers of imagination and reasoning are developed through the exer-
e given by observation; hence the natural order of education would be,
teach, first those sciences most dependent on observation, and lastly
se most dependent on consciousness. Now, this order will lead us
t to mathematics, the science in which consciousness plays the least
portant part; for, although our ideas of time come from inward obser-
ion, and are thus partly derived from consciousness, the idea of space,
ich is the more important element in mathematics, is wholly from
hout. But in no other science is there any idea which is wholly free
m dependence upon our own consciousness of power. Geometry is
s shown to be naturally the first study of a child; it is of all studies
t dependent on intuitions, and therefore is best adapted for the unde-

veloped mind. But geometry and the mathematics in general have a higher claim to be the first study of a scholar than their mere adaptation to the weakness of the inexperienced student. They are the necessary prelude to the understanding of other sciences. It must at all events be conceded that a minute and thorough acquaintance with mathematical principles is a necessary part of any successful preparation for the study of physics. Geometry or the calculus is the Ithuriel's spear which is able to make a plausible physical theory assume its true appearance of falsehood and deformity.

But, among the various branches of mathematics, which takes precedence in time? Which comes first in the order of study,—geometry, algebra or arithmetic? Beyond all controversy, we must say geometry. The idea of form is the first of all ideas, on which any science has been founded, to enter the child's mind. The child learns to recognize innumerable objects by their shapes, many months and usually even several years before it is able to count. What stronger testimony could Nature bear to the propriety of teaching geometry before arithmetic? We may also remark that the history of the race confirms this view of the proper successsion of mathematical studies. Geometry had made great advances while yet arithmetic was but partially developed, and algebra had not yet been invented.

A young child, whose attention is easily arrested by mere differences of figure, will usually prove an apter scholar in geometry than an older child whose mind has become partially accustomed to abstract thought, and whose attention is not so readily fixed on differences of simple outline. We have, for the sake of testing this view, given isolated experimental lessons to children of various ages, and to the same child at various periods of life; and, although we have not kept any such precise record of these experiments as their importance deserved, we have been convinced that they sustained our theory. A boy of fifteen, who has never studied geometry, is not so well prepared to study it as he was at the age of ten. Of course we do not mean that a child under ten years of age is capable of following geometrical demonstrations; this would be contrary to all our philosophy of the subject. The powers of reasoning required in geometrical demonstrations are not developed until four or five years later.

One great cause of the neglect of geometry in our primary school education is, doubtless, to be found in this false view of the study;—that it is simply a logical drill. Even many of the admirers of mathematics, pleading for the use of geometry in education, take this view of the study, that it is a means of developing the power of continuous thought and consecutive reasoning. Thus, also, in Sir William Hamilton's argument against the study, he contents himself with showing that other sciences afford better training for the powers of logical thought.

But the powers of observation and the powers of imagination or con-

ption are as important as those of reasoning; and the great value of eometry for the young child is the stimulous which it gives to the habit f exact observation, and to the power of clear, definite conception. In rder to produce this beneficial effect upon a child's mind, it must, howver, be presented in a form adapted to his powers, and to his natural nodes of thought. We have found, in our own experience, nothing better, for the first lessons, than the little bricks described by Miss Edgeworth. We do not refer to the blocks of various shapes which may be ordinarily found in the toy-shops. Those described in "Frank" are much better,—rectangular parallelopipeds, whose dimensions are in the ratio 1 : 2 : 4. Those which we have had manufactured and placed for sale with Messrs. Holden & Cutter, Boston, are of birch or maple, two inches long, one inch wide, and half an inch thick. When made with care, exactly in these proportions, and provided with a small percentage of blocks having the same width and depth, but of the length of one inch and of four inches, they furnish the means, not only of inexhaustible amusement, but of valuable intellectual development. They should be in the hands of a child from the time he is eighteen months old to the age of ten years. The child must be taught to lay these bricks exactly, breaking joints, binding courses together, and so on, as in real brickwork. The variety of structures, all beautiful and symmetrical, which an ingenious boy of ten years old will make with a hundred of these assorted blocks would astonish the uninitiated. Square and circular buildings, pyramids, crosses, gateways, columns surmounted by crosses, and natural arches of various forms, may be combined in a variety of modes. For the building of real arches, centerings must be provided, and also a substitute for mortar in the shape of numerous little keystones or wooden wedges, one of which is to be inserted in each joint of the arch before the centering is removed. It will be apparent that this play cultivates the imagination, as well as the observing powers, and leads, under the guidance of a teacher, to habits of precision, in observing, and in acting.

The second means of geometrical education is to be found in the Chinese tangram, or geometrical puzzle. This consists in giving a child the outlines of a figure, and requiring him to form the figure by placing together a given number of pasteboard triangles. Outlines should at first be given which may be formed by placing together two or three triangles, and the complexity of the outlines may afterwards be increased so as to require as many as seven pieces of pasteboard. These puzzles are adapted for children of the age of from four to twelve years. They cultivate the power of exact observation, and of the rapid analysis or dissection of forms.

When the child is able to analyze figures composed of three or four triangles, which may be at the age of from six to eight years, he will be ready for geometrical truth in an abstract form of words; but great care must be taken that he do not learn to say the words by rote. The great

value of geometry to a child of that age lies in the power which it may give him of building a clear and precise image, in his mind, of that which he has not actually seen. Care must also be taken not to attempt to make him understand the proof of the position which you announce to him; let him receive it on trust as food for his imagination, and not attempt to establish it as a datum for reasoning. If the child asks for proof, and the demonstration is fully within the grasp of his mind, it may be well to give it to him; but there are few children under ten years who are capable of understanding the simplest geometrical demonstration. On the other hand, there are primary schools in Waltham in which scores of children under ten years of age have been made thoroughly acquainted with the leading truths of the geometry of the triangle and the circle; many, also, under the age of twelve, who have obtained a clear knowledge of the relations of the cycloidal curves to their evolutes, and of some of the principal theorems concerning conic sections and the catenary curve. The value of this knowledge to these children will be manifold. It has already afforded to each of them an excellent culture of the power of clear perception; it has enlarged their sphere of thought, and linked the highest mathematical truth with their playthings,—the hoop, the swing, the jumping-rope, and the ball; it has made them partakers in the fruit gathered by the highest spirits of our race. This clearness and precision of observation and of conception will be of use in every occupation of life, and render their testimony and their judgment of more value to themselves and to other men; even the powers of the eye and of the hand will be more likely to receive an accurate self-culture, for use in the mechanic arts, from this imposed culture of the geometrical imagination. And if there be, among the children thus early furnished with the germs of this science, any scholar whose natural gifts peculiarly fit him to advance its progress, or to use to advantage the higher mathematics, there is nothing which could more surely lead him to application than to give him the the curious and interesting results which have been attained by the application of others. As the imagination is stimulated to action by the visible forms of nature, so is the reason stimulated to action by the creations of the imagination. The sight of a hanging chain, for example, stimulates the imagination to conceive of the curve line formed by a chain of infinitely small links. This conception arouses the logical powers to inquire into the relations of the parts of such a curve to each other. A boy of ten years old, playing with a chain fence, may be taught, and may, by his muscular power, roughly test the truth of the assertion, that the horizontal tension of a chain is equal to the weight of a piece of chain equal in length to the radius of curvature of the lowest point of the curve; and may easily draw the corollary that no amount of power can draw a flexible thread horizontally *perfectly* straight. The

marvelousness of this corrollary will fix the theorem ineradicably in his remembrance; and, if he be a boy of mathematical power, he will, years afterwards, when he takes up the demonstrations of geometry, wish to know the proof of the proposition. But he will find that simple geometry is not enough. He takes up algebra, and applies it to geometry, but the theorem is still too dificult; he adds the resources of trigonometry, but is no nearer the proof that he desires. He enters college, and learns the marvelous uses of Descartes' co-ordinates, but this simple problem is beyond the reach of their magic. Finally, his curiosity, aroused so many years before, is gratified when in his senior year he has learned something of Leibnitz and Newton's Calculus, and something of the Analytical Mechanics of Lagrange, and takes up the discussion of the catenary curve. Nor does the student who has early learned such truths come to these studies under the same disadvantages as ordinary scholars. The young men of our colleges, when entering on the study of higher curves, have a two-fold difficulty, that of mastering the conception of the curves, and that of mastering the use of the analytical instrument by which they are investigated. But when the student has already a knowledge of the curve, and an ease in producing geometrical pictures before his fancy, he can bend his whole force upon the mastery of the analytical instrument.

To be Continued.

SPIRIT OF THE PSALMS.

Among all compositions, these alone deserve the name of sacred lyrics. These alone contain a poetry that meets the spiritual nature in all its moods and in all its wants—which strengthens virtue with glorious exhortations, gives angelic eloquence to prayer, and almost rises to the seraph's joy in praise. They resounded amidst the courts of the tabernacle; they floated through the lofty and solemn spaces of the temple. They were sung with glory in the halls of Zion; They were sung with sorrow by the stream of Babel. Chorused by the winds of Heaven, they have swelled through God's own temple of sky and stars; they have rolled over the broad deserts of Asia, in the matins and vespers of ten thousand hermits. They have rung through the deep valleys of the Alps, in the sobbing voices of the forlorn Waldenses; through the steeps and caves of Scottish Highlands, in the rude chantings of the Scottish Covenanters; through the woods and wilds of primitive America, in the heroic hallelujahs of the early pilgrims.

Superintendent's Department.

OPINIONS, ETC., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the July Number.*)

ALTERATION OF PROCEEDINGS.

Q. Can a Special Meeting alter any of the determinations of the Annual Meeting?

A. In some cases; but not to vitiate existing contracts. School District meetings are authorized to alter, repeal, and modify their proceedings, as occasion may require. This must be taken in connection with other parts of the law, and must be understood as granting only a conditional power; for, whenever *contracts have been entered into, liabilities incurred*, or expenditures of money actually made, in the prosecution of any measures directed by the district, a repeal, alteration, or modification of such measures *will not be sanctioned*, as no means exist to indemnify those who may be losers thereby. This is the substance of a decision by Judge Wright, former State Superintendent. So long as the matter is entirely in the hands of the district, they may modify their action as they see fit; but after it has wholly or partially passed into the hands of a third party the district will be held to a strict fulfillment.

POWERS AND DUTIES OF OFFICERS.

Q. If the Clerk neglects to hire a teacher, can the Treasurer do so?

A. He can not. The law expressly makes it the duty of the Clerk to hire teachers—that is, to contract with them in the name of the district. The law does not authorize any other person to thus bind the district.

Q. In case no direction is given at the Annual Meeting in regard to the length of school, for how long a time can the Board hire a teacher?

A. For three months, and no more. They are empowered to do this that the district may not lose its apportionment through their neglect; but they have no authority to do more than this.

Q. Can a person who has not been in the State long enough to be a voter, hold office in a school district?

A. There is nothing in the law to prohibit a person's holding office until he becomes a voter, but there is a manifest impropriety in it.

Q. Will a failure on the part of the Town Superintendent to give the proper notice of the alteration of a district vitiate the alteration?

A. Such a defect may be remedied by the endorsement of consent by the Board upon the order of alteration, which will waive all informalities. Any such informality will not be held sufficient to vitiate the action of the Town Superintendent, unless it can be made to appear that such neglect worked to the positive injury of one of the parties, or that a protest was entered against such informal proceedings. It is always advisable to proceed in strict conformity with the law, but merely technical objections will not be held sufficient to render void acts in themselves unobjectionable.

Q. Can officers hire a teacher with the understanding that he shall board around?

A The contract must state a specified price, and the teacher must attend to his own board. If an arrangement can be made mutually satisfactory, the teacher can board around. The Board cannot force the teacher upon the people, nor can the teacher demand that the people shall board him.

Q. In case of a joint district, how should clerks make out their report so that they shall not be duplicated?

A. The only two points in which it is necessary to guard against duplication are in reporting the number of children, and moneys received. The report should be in the following form:—

Children in the town of M.,—Males ——. Females ——.
Children in the town of N.,—Males ——. Females ——.

And the same form in reporting meneys:—

Received from A. B., Superintendent of Town of M., $——.
Received from C. D., Superintendent of Town of N., $——.

and then the Superintendent of each town will enter in his report only those portions of the report relating to his town.

Q. Under the present School Law, have districts the power to grade their schools?

A. They have the power to grade their district schools, and employ teachers in the different grades, or districts, and may unite and form Union High Schools. The former course is preferable in most cases.

TAXES.

Q. Can taxes voted at the annual meeting be collected by the District Treasurer?

A. They can not. The law of 1849, which is now in force, applies only to taxes voted at a special meeting.

Q. Has the Town Treasurer any authority to receive Town Orders in payment of district taxes?

A. He has not; and if he does thus receive them, he must pay the *money* to the districts upon demand. Town orders are applicable only to town taxes. District taxes must be paid in cash, and kept separate from all other taxes.

Q. Can the Town Treasurer assess the district taxes with other taxes?

A. He can not. They must be assessed in a separate column.

S. H. CARPENTER,
Assistant State Superintendent.

DISTRIBUTION OF WEBSTER'S DICTIONARY.

Bad Ax Co.—Harmony 4; Union 3; Bergen 3; Greenwood 4; Clinton 3; Whitestown 2; Hamburg 2; Forest 4, ... 25

Brown.—Holland 2; Glenmore 3; New Denmark 4; Rockland 4; Howard 4, 17

Buffalo.—Belvidere 1; Maxville 3; Cross 3; Alma 3; Naples 4, ... 14

Calumet.—Harrison 5; Rantoul 2; Brillion 2, ... 9

Clark.—Pine Valley 3; Lewis 3, ... 6

Columbia.—Columbus 3; Lowville 2; Scott 2, ... 7

Crawford.—Freeman 7; Scott 12; Wauzeka 6, ... 25

Dane.—Berry 1; Dunn 1; Perry 3; Burke 1; Black Earth 2; Madison 2, .. 10

Dodge.—Beaver Dam 1; Chester 1; Le Roy 1; Portland 1; Ashippun 1; Westford 1, ... 6

Door.—Gibraltar 4; Liberty Grove 1, ... 5

Douglas.—Superior 2, ... 2

Dunn.—Dunn 5; Spring Brook 5, ... 10

Fond du Lac.—Rosendale 1; Spring Vale 1; Forest 1; Eldorado 1; Fond du Lac 6; Osceola 5; Metomen 2; Alto 2; Byron 2, ... 21

Grant.—Potosi 3; Blue River 3; Clarno 2, ... 8

Green.—Jefferson 5; Monroe 5, ... 10

Iowa.—Mineral Point 3; Mifflin 3; Linden 2: Waldwick 3; Pulaski 7, ... 18

Jackson.—Irving 3; Hixton 3; Northfield 2; Bristol 7, ... 15

Jefferson.—Aztalan 3; Jefferson 1; Concord 2, ... 6

Kewaunee.—Carlton 4, ... 4

Kenosha.—Kenosha 7, ... 7

La Crosse.—Jackson 3; Holland 4; Onalaska 4; Farmington 4; Bangor 4, . 19

La Fayette.—Belmont 4; Center 2; New Diggings 1; Argyle 3; Wiota 3; Benton 1, ... 14

La Pointe.—La Pointe 1, ... 1

Manitowoc.—Two Rivers 3; Mishicott 5; Gibson 1; Cooperstown 4; Franklin 5, ... 18

Marathon.—Mosinee 1; Jenny 2, ... 3

Marquette.—Buffalo 3; Springfield 4; Oxford 1, ... 8

Milwaukee.—City of Milwaukee 12, ... 12

Monroe.—Portland 10; Angelo 4; La Fayette 4; Adrian 2; Tomah 5; Ridgeville 4, ... 29

Oconto.—Marinette 5; Stiles 3, ... 8

Outagamie.—Hortonia 2; Medina 1; Appleton 2; Embarras 2, ... 7

Ozaukee.—Cedarburg 1; Fredonia 1, ... 2

Pierce.—Diamond Bluff 1; Trim Belle 4; Greenwood 3; Perry 2; Pleasant Valley 3, ... 13

Amount, ... 359

Brought forward, ... 359

Polk.—Alden 3, ... 3

Portage.—Stevens Point 12; Amherst 4; Almond 6; Stockton 8; Lanark 5; Buena Vista 5, ... 40

Racine.—Racine 4; Burlington 2, ... 6

Richland.—Rockbridge 2; Marshall 4; Dayton 8; Eagle 6; Henrietta 5; Akan 2; Bloom 4; Richland 6; Buena Vista 2; Sylvan 6; Westford 5; Willow 6, ... 56

Rock.—Harmony 1; Newark 9; Beloit 2; Clinton 1; Rock 1, ... 14

St. Croix—Ceylon 2; Hudson 2; Erin Prairie 3; St. Josephs 1; Hammond 4; Richmond 3; Somerset 1, ... 16

Sauk.—Woodland 2; Freedom 5; Fairfield 1; Baraboo 1, ... 9

Sheboygan.—Mitchell 2; Herman 1; Plymouth 1; Lima 2, ... 6

Trempeleau.—Preston 4; Arcadia 1; Trempeleau 5, ... 10

Walworth.—Sharon 12; Linn 2; Delavan 2, ... 16

Washington.—Hartford 4, ... 4

Waukesha.—Oconomowoc 2, ... 2

Waupaca.—Iola 2; Scandinavia 5; Weyauwega 5; Lind 3; Union 3, ... 18

Waushara.—Oasis 3; Bloomfield 3; Hancock 7; Deerfield 2, ... 15

Winnebago—Winchester 2; Oshkosh 2; Algoma 1, ... 5

Pepin.—Waubek 4, ... 4

Juneau.—Lemonweir 1; Germantown 4; Seven Mile Creek 4; Lindina 2; Armenia 2, ... 13

Green Lake—Seneca 4; Green Lake 1; Berlin 3; Markesan 1, ... 9

Wood.—Dexter 3, ... 3

Eau Claire.—Bridge Creek 2; Halfmoon 4, ... 6

Total, ... 613

Supt. of Pub. Instruction in acc't with State of Wisconsin.

1859.		Cr.	Dr.
Feb. 7th.	To Dictionaries on hand at the settlement with Investigating Committee of the Legislature, ...		7
Aug. 1st.	Dictionaries purchased as per act of Legislature, approved March 17, 1859, ...		600
"	Dictionaries returned by L. Lee, Kenosha, ...		6
	Distribution of Dictionaries as above (613) as per vouchers in the office of this Department, ...	613	
	Total, ...	613	613

LYMAN C. DRAPER.

Supt. of Pub. Instruction.

NOTICE.

TOWN Superintendents are earnestly desired, immediately upon the annual election, to send the names of the newly elected Clerks, either to the editor of the Journal of Education, or to this department, that the address of the Journals may be changed accordingly. Town Superintendents and District Clerks can be supplied with the new School Law upon application. The laws will be sent by Express to all available points, and by mail to towns where there is no Express line.

S. H. CARPENTER,
Assistant State Supt.

MADISON, Sept. 17, 1859.

TEACHERS' INSTITUTES FOR 1859.

IN compliance with invitations received, and with the assurances that suitable local arrangements will be made, a TEACHERS' INSTITUTE will be held as follows:

At Elkhorn,	commencing	Monday	evening,	October	3d.
" Sheboygan,	"	"	"	"	3d.
" Waupun,	"	"	"	"	10th.
" Appleton,	"	"	"	"	10th.
" Mineral Point,	"	"	"	"	17th.
" Richland,	"	"	"	"	17th.
" Galesville,	"	"	"	"	24th.
" River Falls,	"	"	"	"	24th.
" Eau Claire,	"	"	"	"	31st.
" Baraboo,	"	"	"	"	31st.
" Milton,	"	"	"	November	7th.
" Kenosha	"	"	"	"	7th.
" Beloit,	"	"	"	"	14th.
" Madison,	"	"	"	"	21st.

Each Institute will be opened on the Monday evening named above with an address on the subject of Public Instruction, and will close on the Friday evening following.

During each day there will be exercises, conducted by competent and experienced teachers, illustrative of the principles and methods of education applicable to public schools of different grades.

Each evening will be devoted to an address, or discussions on some educational subject, which the public generally are invited to attend.

Teachers, or those who are preparing to teach, who enroll their names as in attendance on Monday evening or Tuesday morning, will be provided with a home during the session of the Institute. The place of meeting will be announced in the local papers.

HENRY BARNARD,
Agent of Regents of Normal Schools.

ADISON, Sept. 19, 1859.

Mathematical Department.

EDITOR JOURNAL:—In the August number of the *Journal* Mr. Ingalls gives us $y^2=2pwz$ for the equation of a parabola. He states that w and z, in this equation, are functions of x, and that the equation contains three variables. If w and z are each functions of x, then $wz=f(x)$, and we get $y^2=pwz=2pf(x)$, and there are, in reality but *two* variables. Again, the law of relation between the ordinate and abscissa of a parabola is this: the square of the ordinate varies as the abscissa. Now, if $y^2=2pwz$ be the equation of a parabola, y^2 varies as the product wz, and therefore, by the above law, we must regard this product as a symbol representing the abscissa, and, as above, the equation contains only two variables. In my solution of problem 6, I deduced the equation $y^2=(x^2a^2)$ tan. A tan. A^1, and stated that it was the equation of an hyperbola. Mr. Ingalls says this equation can be made to refer other curves, and in proof he deduces $y^2=(x^2R^2)$ tan. A tan A^1 from a circle, when the origin is at one extremity of a diameter. The two equations are certainly of the same form, and this clearly indicates that their loci are curves of the same class. As his equation refers to one of the conic sections, mine must also refer to one of the same curves; but the particular one of the conics which each refers to will depend upon the constants in each. The constants in the two equations differ materially. In my equation, a represents the distance from the origin to where the curve cuts the axis of x; in his equation this distance is zero, and a, in my equation, vanishes in his; and the constant R of his equation, has no corresponding constant in mine. It is often the case that the same form of an equation will give different loci for different values assigned to its constants. Thus: $y^2=mx+nx^2$ may be made to refer to each of the conic sections, by giving m and n proper values. In like manner, the equation $a^2y^2+b^2x^2=2b^2ax$ may be made to refer to a circle, an elipse, an hyperbola, or even a parabola, by giving a^2 and b^2 proper values. I hope before closing this article to so far trace the locus of my equation as to put its identity beyond dispute.

If Mr. Ingalls will refer to pages 112–115 of Robinson's Analytical Geometry, he will find exceptions to the "universal custom" of accenting

or otherwise marking the co-ordinates of a particular point. Accenting need only be resorted to when it is necessary to keep the particular co-ordinates distinct from the general ones; but this is not necessary in eliminations, and so I did not resort to it.*

In my solution, the equation

$$y^2=(x^2-a^2)\text{ tan. }A\text{ tan. }A^1 \quad - - - - - - - - - - - \quad (1)$$

was obtained by multiplying $y=(x+a)\text{ tan. }A^1 \quad - - - - \quad (2)$

into $y=(x-a)\text{ tan }A \quad - - - - - - - - - - - - - \quad (3)$

Let x and y be the same in both (2) and (3). In (2) and (3) we cannot have the condition tan. $A=$ tan. A^1, for this would give $x+a=x-a$, which is absurd; hence, tan. A and tan. A^1 cannot both reduce to zero for the same values of y and x. The result of this is, that when $y=0$, we also have tan. $A^1=0$ in (1), and $(x-a)=0$ in (3), and therefore $(x^2a^2)=0$ in (1). That is, when $y=0$, $x=\pm a$. Hence, the locus cuts the axis of x in two points, which are at equal points from the origin C, (see diagram in Jan. No.), but in opposite directions. The curve cannot, therefore, be a parabola. Again, the curve cannot be an ellipse, for if it was, a^2 would necessarily be positive. As we have shown the curve to be a conic section, and also shown that it is not a circle, an ellipse, or a parabola, it must be an hyperbola. Aside from this, all real values of x, greater than $+a$, gives two real and equal values of y—one positive and the other negative. Hence, the curve is symmetrical with reference to the axis of x, and extends indefinitely to the right of A, and to the left of A^1. If we solve the equation with reference to x, we shall find that every real value of y gives two real and equal values of x—one positive and the other negative. This shows the curve to be symmetrical with reference to the axis y. Of all the curves whose equations are of the second degree, the hyperbola alone enjoys *all* these properties.

In conclusion, I will state that I believe my method of solving problem 6 will also apply to its modification, as given by Mr. Ingalls. Of course the modification changes some of the constants, and this may change the *form* of the locus, but not its *order*.

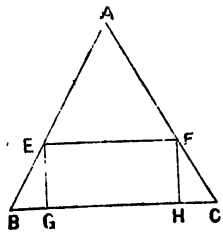
WATERFORD, August, 1859. A. W. WHITCOM.

Another Solution of Problem No. 26.—Let $3w$=weight of stick, and let x=Ah and Bh distance from the end. Conceive the weight concentrated at the point of gravitation, which is the centre, then will

*Mr. Ingalls' criticism on Mr. Whitcom's revised formula for correcting the hyperbola was founded on some typographical errors in the solution given, and therefore not exactly legitimate, though called for by the solution as published.—ED. JOURNAL.

$\frac{1}{2}\times w=(\frac{1}{2}-x)\times 2w=lw-2lx$. Clear of fractions, unite and transpose the term, we have $4xw=lw$, $\div w$ we have $4x=l$, or $x=\frac{1}{4}$; then the bearing pole will be $\frac{1}{4}$ the length from the end opposite of C. D. WOODWARD.

Solution of Problem No. 23.—Let ABC be the triangle, and EFGH the rectangle. To make the question general, place the area of the triangle $=a$, the base BC$=b$, then $\frac{2a}{b}$=the altitude. Let x=the altitude ofthe triangle AEF, then $\frac{2a}{b}-x=$ EG=FH=the altitude of the rectangle. By the similar triangles ABC and AEF we have $\frac{2a}{b}:b::x:$ EF. Hence $\frac{b^2x}{2a}$=EF=GH=the base of the rectangle. Therefore $\frac{b^2x}{2a}\left(\frac{2a}{b}-x\right)=$ the area of the rectangle. Now by placing $\left(\frac{2a}{b}-2x\right)bx=0$, we find $x=\frac{a}{b}$



Hence $\frac{2a}{b}-x=\frac{a}{b}$ and $\frac{b^2x}{2a}=\frac{b}{2}$. Therefore $\frac{bx}{2a}\left(\frac{2a}{b}-x\right)=\frac{a}{2}$.

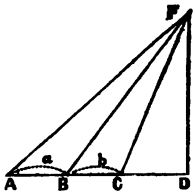
From the above we learn that the altitude of the rectangle=half the altitude of the triangle, the base of the rectangle = half the base of the triangle, and the area of the rectangle half the area of the triangle.

In problem 23 a=84 sq. feet hence $\frac{a}{2}$=42 sq. feet, the area of the rectangle required L. CAMPBELL.

Problem No. 30.—A and B set out for the same place, in the same direction. A travels eighteen miles per day, and after nine days turns and goes back as far as B has traveled in nine days; he then turns again and overtakes B. twenty-two and one-half days from the time they first set out. At what rate did B travel?

Problem No. 31.—A gentleman wants to ride from the city of C to the city of D, the cities being a miles apart. Now, from C to A, which is b miles, or from C to any place B, in the road D A, which is perpendicular to the road AC, he can ride after the rate of c miles an hour; but from A to D he can ride faster, or after the rate of d miles an hour. To find B, the place to which he must directly ride in order to perform his journey in the least possible time.

Problem No. 32.—Three right triangles FAD, FBD, FCD, being superposed, there are given the following relations: The perpendicular FD is common; the base of FAD exceeds the base of FBD by AB=a; the base of FBD exceeds the base of FCD by BC=b; the angles FAD and FBD are complementary, and FAD is double FCD; required the area of each triangle.



A. W. WHITCOM.

Editorial Miscellany.

WE give this month a part of Prof. Larkin's address, and Miss Bissell's essay, read before the State Teacher's Association. They will repay a careful perusal. We hope to give, ere long, a portion of Prof, Butler's admirable lecture on the Study of the Classics.

We commend to teachers, especially to those engaged in primary schools, the article in the present number on "The True Order of Studies," by Rev. Thomas Hill, of Waltham, Mass. It is taken from Mr. Barnard's Journal of Education, and is a part of one of a series on the same subject. Those who have read the portion heretofore published in the Journal will be prepared to appreciate, and we think, agree with the author in his treatment of the subject. Mr. Hill has been chosen to the Presidency of Antioch College, and, after Dr. Bellows, who was designated by Mr. Mann as his successor, there is no one better fitted to take the place made vacant by the death of the great apostle of popular education.

DISTRICT CLERKS and Town Superintendents will do the districts under their charge a favor by forwarding the names of the newly elected clerks to this office with as little delay as possible.

TEACHERS' INSTITUTES.—It will be seen that Chancellor Barnard has arranged a series of Institutes to be held in different localities in the State during October and November. He has secured several competent gentlemen to assist him in the work, and it is expected that there will be a large attendence of teachers, and that much good will be done in elevating the standard of qualifications of teachers, and arousing the people to the importance of securing all the benefits which may be derived from our system of free schools.

NORMAL DEPARTMENT IN HIGH SCHOOLS—TEACHING AN ART AS WELL AS A SCIENCE.—We find in the Racine Advocate a communication from Mr. McMynn to the Board of Education of that city, on the subject of normal instruction, and it contains so much sound sense, and is so applicable to every similar case, that we quote a portion of it:

"We may remark that in organizing this department there are two courses, either of which we may follow. The first and easiest is to signify to the Board of Normal Regents that a normal department has been organized; to transfer from the register of the high school to the register of the normal department the names of such as can be induced to express a wish for normal instruction; to change the names of some of some of our classes, and slightly modify our methods of recitation; to prefix names to the lectures now given daily, so as to meet the requirements of the Normal Board, and then fill up the blanks and verify by oath a statement, as true of our high school during the past three years, as of some of those institutions that have drawn hundreds or thousands of dollars from the treasury of the State. If the future is to be as the past, we would thus fulfill the requirements of the Board, and receive our share of the fund.

"The other course is different. Our action would be based on the fact that teaching is both a science and an art. The science may be taught by instruction but the art must be learned by practice. One who knows only the science is no more a teacher than one who understands the laws of light is an oculist. The college, academy, and high school, as such, must fail in the effort to teach teaching. They may teach much that a teacher must know, but they cannot teach him what he must do. Who could become a painter by listening to lectures on the works of Reubens and Vandyke, or a sculptor by hearing descriptions of the master-pieces of Thorwaldsen and Powers?

"We are able to furnish for observation and inspection a system of schools, capable of improvement, it is true, but still coherent and harmonious. It is not enough to see the teaching done, but he who would understand it must do it. He who would learn how to govern a school, must govern it. All the Board of Regents require at present, is, that certain instruction should be given in the science; but we possess the means of instructing also in the art. The Training School is all-important—a school where the normal candidate may apply his knowledge, and, under the direction of a clear head and a quick eye, may learn the art of teaching. To make a swordsman, we do more than lecture on the construction, temper and polish of the blade; we teach the hand to hold and the arm to wield it. Now, while we admit that the science of teaching may be taught without the model school, in which the student is to practice, we cannot see how it is possible to teach the art. And we think our system embraces the model schools, or, at least, those which, properly improved, may become so. We have all departments, the primary, intermediate, grammar, and high school, in which students may be trained, and where they may learn the art, in the only way an art can be learned—by practicing it. What we ought to do, then, is to develope a training school, where teaching shall be taught."

These are correct views; and we learn that at Platteville, Palmyra, and some other places, the normal students are required to take charge of classes daily, and thus learn the art, as well as the science, of teaching.

EDUCATION IN IRELAND.—The 24th Report of the Commissioners of National Education in Ireland, shows that at the end of 1857 there were 5,337 schools in operation, an average daily attendance of 268,187 children, the average number in the rolls being 514,445. There were thirteen district model schools, and 106 national agricultural schools. The total receipts of the commissioners amounted to £302,224, and their expenditure to £269,425.

AMERICAN BOOKS.—Mr. Hilliard, in a letter from Liverpool to the Boston Courier, states that in the examination of travelers' luggage by the officers of customs, American reprints of English books are absolutely excluded; they are taken away and destroyed. Thackeray was in this way deprived of his copies of the Appleton's reprints of his own works.

MINERAL POINT.—We learn from the city Superintendent, R. D. Pulford, Esq., that the public schools will open about the first of October, under the charge of Alexander Wilson, Esq., as principal, and Miss Henrietta L. Proseus and Miss Celeste L. Minor, assistants. The new building for the high school will be ready for occupation, and the other rooms put in good condition. The graded system will be adopted, and it is to be hoped that our citizens will lend what aid they can in sustaining this course. A normal department will also be instituted in connection with the higher department.—*Tribune.*

MILWAUKEE.—From the late school canvass, we learn that the number of children between the ages of four and twenty years is 14,933, of which there have been in attendance at school the past year in the public schools 7,299, and in private schools nearly 2,000, making in all nine-fifteenths of the whole number.

RACINE.—The whole number of pupils reported as attending the public schools of this city, for the year ending July 5th, 1859, is 2,276, of which number 1177 were males, and 1099 females, distributed as follows: in the high school 174, grammar schools 520, intermediate 234, and primary 1348.

PRESCOTT, Pierce Co.—A new school-house is in process of erection in this place. The building is to be 36 by 54 feet, two stories high, and is to be completed by the 1st of November at a cost of $4,500.

NEW EXCHANGES.—We have received No. 1 of Vol. 1 of *The Journal of Education*, published monthly at Richmond, Tenn., by C. L. Randolph, who is the principal editor, assisted by H. H. Harris and C. R. Darnell; terms $1.50 per annum, in advance. The Journal is to be devoted to the discussion of the subject of the government of schools, best plans for imparting instruction, text-books, location and construction of school-houses, the relative duties of parents, teachers and students, etc., etc. We wish it much success.

We have also received a prospectus of a journal to be issued this month at Louisville, Ky., under the patronage of the Kentucky Association of Teachers, and edited by E. A. Holyoke, assisted by a number of competent gentlemen, It is to be named *The Educational Monthly*, and to be devoted to Education, Science, Art, and Literature. Subscription price $2.00 a year. Address E. A. Holyoke, Resident Editor, Louisville, Ky.

Life Illustrated.—We have before commended this valuable paper to our readers, and again call attention to it as a substitute for reading books for the more advanced pupils in our schools. It presents a great variety and amount of useful matter, is profusely illustrated with views of buildings, machinery, etc., accompanied by descriptions, and cannot fail in interesting children, as well as adults. A series of articles entitled "The Builder," is now in course of publication in its columns, in which instruction is given in practical architecture, embracing designing, drafting, masonry, carpentering, plumbing, painting, roofing and ventilating, with drawings, plans, and other illustrations, and they are worthy of a careful perusal by every one who wishes for information on this important subject. Published weekly by Fowler & Wells, 308 Broadway New-York, at the following rates: single copy one year $2.00; three copies $4.00; five copies $6.00; ten copies $10.00. It will be sent to new subscribers, in clubs, three months for 25 cents.

The College Journal of Mecical Science.—We have hitherto neglected to notice this valuable exchange, not because we were insensible of its merits, but because of a want of room, and the pressure of other matter. Though out of the direct line of educational effort, as connected with our common schools, the teacher will find much in its pages to assist him in the proper performance of one part of his duty, the discipline and development of the physical nature of the children under his care; and it will be a great advance in the standard of qualifications of teachers, when they shall be expected to know something of physiology, anatomy, the nature of disease, and the operation of medicines. The College Journal is ably edited by Professors King, Sherwood, Cleveland, Howe, St. John, and Judge of the Eclectic College of Medicine, Cincinnati, and, while designed mainly for the profession, contains a great amount of valuable information suited to the capacities and wants of the professional reader.

The winter session of the Eclectic College commences on the 10th inst., at Cincinnati, and continues sixteen weeks. Terms as follows: Matriculation $5 00; Tuition $20 00; Demonstrator's Ticket $5 00; Graduation $25 00. Tickets for the session may be obtained of John King, M. D., Dean of the Faculty, at his office No. 85 Eight st., or of Prof. C. H. Cleveland, Secretary of the Faculty, No. 139 Seventh st., near Elm.

Fond du Lac.—The fall term of the public schools commenced on the 1st inst.

Lancaster, Grant Co.—The people of this enterprising village are building a new union school house which is to cost $10,000.

WISCONSIN FARMER.—The September number of the Farmer is very interesting and valuable, presenting a great variety of articles, suited to the taste and capacity of every class of readers. It ought to be taken by every family in the State, as, notwithstanding its name, and the fact that it is principally devoted to agriculture, it treats of horticulture, domestic economy, education, etc., and is worth ten times what it costs to any thinking man or woman who wishes to know the best methods of doing everything connected with agriculture, horticulture, and gardening. We furnish it with the Journal at 75 cents a year.

THE LADIES' HOME MAGAZINE for October is received, and is as interesting as ever. "Wait and See," by Miss Townsend, is finished, and there are several other good articles. The engraving this month is entitled "The old Soldier and his family," and is quite a study. When preparing to subscribe for Magazines for next year, our readers will do well to examine this one, as we feel confident that they will like it.

WAUPUN.—Wm. Euen & Co., the enterprising publishers of the *Prison City Item*, have devoted a portion of their paper to educational topics, and have put that department under the charge of a practical teacher,—a good example for others to follow.

NEW-YORK.—The New-York State Teachers' Association held its fourteenth annual session at Poughkeepsie, on the 2d, 3d. and 4th inst. The followtng persons were chosen officers for the ensuing year: *President*—James N. McElligott, LL.D., New-York. *Vice Presidents*—Jas. Johonnot, Syracuse; W. N. Read, Newburg; Asa Baker, Johnstown; Edwid A. Charlton, Lockport. *Recording Secretaries*—James Atwater, Lockport; G. N. Harris, Syracuse. *Treasurer*—Wm. H. Hughes, Albany. *Board of Editors for the New-York Teacher*—J. W. Bulkley, Brooklyn; E. A. Sheldon, Oswego; A. Z. Barrows, Buffalo; W. W. Raymond, Skaneateles; D. H. Crittenden, New-York; Emily A. Rice, Schenectady; Helen M. Philleo, Boonville; E. W. Keyes, Albany; A. B. Wiggin, Owego; Edward Webster, Rochester; J. W. Baker, Niagara Falls. The Association resolved to hold its next annual meeting at Syracuse. July 31st, 1860.

OUTLINE MAPS AND GLOBES.—The value of Maps and Globes as aids in studying and teaching geography and astronomy, is well understood by all those who have had any experience in their use, or who have any acquaintance with the philosophy of the processes through which the mind is developed, and information obtained. Still many, indeed most of our schools are destitute of either maps or globes, for the reason that the authorities whose duty it is to provide these things do not realize the benefits which will flow from their use, and consequently believe that it would be a useless expenditure of money to purchase them. To such we say, you will never regret the expenditure. A good pair of globes, and a good set of outline maps in the school room are worth more in the hands of a competent teacher, to convey a knowledge of the elements of geography and astronomy, than all the text-books in use in the State. Better have one month less of school the

coming year and devote the money thus saved to the purchase of globes and maps, if they cannot be procured otherwise. We again call attention to the liberal offer made by Mr. J. H. Rolfe, of Chicago, to furnish Pelton's Outline Maps. His advertisement will be found on the 3d page of the cover, and his terms are such as to make it an object for every district to move in the matter at once. On the opposite page is the advertisement of Geo. Sherwood, who will furnish Mitchell's Outline Maps, globes, philosophical and arithmetical apparatus, and every thing needed in the school room, at fair rates. We are acquainted with both Mr. Rolfe and Mr. Sherwood, and commend them as honorable and fair dealing gentlemen. The following remarks on the use of the globes we clip from the Newark, (N. J.,) Advertiser:

"As I have recently had the pleasure of examining some five or six varieties of the Franklin Globes manufactured by Moore & Nims, of Troy, N. Y., and as your State pays not a little attention to the cause of popular education, it has occurred to me that it would not be inappropriate to make a few suggestions, with your permission, in a journal so extensively read by the educated and influential classes as the Advertiser, on what I consider the utility of globes as a means of teaching geography and astronomy in our common schools. I intended little more to day, however, than to allude to the matter, for I have already nearly filled the space which I had prescribed for my epistle. Besides it is nearly post hour, and I am by no means in the mood this gloomy, suicide-provoking weather to attempt any scientific dissertation. It were, undoubtedly, well to convince our school committees that if a globe costs ten times as much as an ordinary atlas, it is ten times more valuable. On a map we can trace a river from its source to its mouth; point out large mountains, or mountain ranges; lay our finger on a large city, etc; but if we want to know the relative distances of places from any given point on the earth's surface, their differences of latitude and longitude, the length of their days and nights, when their twilight begins or ends, we must necessarily have recourse to a terrestrial globe. Still more useful, if possible, is the celestial globe in astronomy, compared to any maps that can be drawn of the heavens Some think that in order to be able to understand the use of the globes, very profound. long-continued study is required, whereas, in point of fact, a person of ordinary intelligence could learn the whole mystery in two or three weeks."

University Commercial School.—We heartily commend this institution to our readers as worthy of their patronage. It offers superior advantages to young gentlemen who wish to obtain a knowledge of penmanship and book-keeping, and there is a separate room fitted up expressly to accommodate ladies. Now, when sewing-machines and other inventions threaten to deprive them of a portion of their customary resources, they will see the propriety of enlarging their sphere of action by making themselves acquainted with penmanship and book-keeping. The Principal, Mr. Tullis, is a gentleman of the highest character, and competent to fill the place he occupies, as we can testify from witnessing the improvement made by pupils under his care. For terms see advertisement.

BOOK TABLE.

A NATURAL PHILOSOPHY, embracing the most recent discoveries in the various branches of physics, and exhibiting the application of scientific principles in every day life, adapted to use with or without apparatus, and accompanied with full descriptions of experiments, practical exercises, and numerous illustrations, by G. P. Quackenbose, A.M., Principal of the Collegiate School, N. Y., author "Course of Composition and Rhetoric," "History of the United States," etc, New-York: D. Appleton & Co., 346 and 348 Broadway; 1859.

This work is entitled to a prominent place among the treatise on natural philosophy. It is distinguished by methodical arrangement, clearness of statement, and fullness of illustration. The mechanical execution is all that could be wished for, and the size and price put it within the reach of all who ought to study it.

MODERN PHILOLOGY, its discoveries, history and influence, with maps, tabular views, and an index. By BENJAMIN DWIGHT, author of the "Higher Christian Education." New-York: A. S. Barnes & Burr, 51 and 53 John St. 1859.

The science of Philology—which, by most scholars, has been too much neglected in the past—is assuming so much importance, not only as it regards its own particular department of investigation, but on account of its relations to historical and geographical questions, and the light which it throws upon the discussion of the great problem of the unity of the race, that every person making any pretensions to liberal culture must make himself acquainted with its principles—must be able, partially, at least, to trace its relations, and comprehend its results. As an elementary work—one fitted to awaken interest, excite inquiry, and convey information—this book has no equal in this country. It is distinguished for attractiveness of style, extensive research, philosophical discrimination and analysis, and an earnest, candid spirit. The investigations, the results of which are given in this work, were undoubtedly a labor of love on the part of the author, and we quote the following from the introduction as evidence of his earnestness and zeal: "The author has written what he has, because he must; necessity has been upon him; the fire kindled within his own heart has found vent; he could not keep to himself the pleasure that he constantly experienced in his pathway of investigation." With reference to the future of this science, he says: "The author loves to look hopefully upon the sure and speedy progress of American scholarship to heights of attainment almost unthought of now. We are not to be always spoken of as mere borrowers of others, and as accomplishing, at the best, only superficial results. There is in the qualities of activity, enterprise, ingenuity, and endurance, that distinguish us as a people, a substantial preparation for the highest scientific and artistic development of the American mind and character, in all the varied departments of scholarly acquisition. So many of our finest minds are not, ere long, to be led, as now, like oxen garlanded for the sacrifice, to the altars of mammon; and American scholarship, like American literature, which has hitherto surpassed it in the signals of its growth and greatness, that it has waved exulting before the nations, is to stand up in the highest proportions, attained among any people, for breadth, and strength, and beauty of aspect, in the light of an admiring world." The work is divided into three parts: 1st. An Historical Sketch of the Indo-European languages; 2d. The History of Modern Philology; and 3d. The Science of Etymology, followed by two Philological Maps, one of Europe, and one of Asia, showing at a glance the countries in which the different languages are spoken. In type, paper, and binding the book is worthy of its subject, and does credit to the publishers. We hope and believe it will have a wide circulation.

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THE HONOR OF OUR CALLING:

ITS NATURAL AND ACQUIRED CHARACTER—THE OBLIGATIONS IMPOSED UPON US.

Continued from the September Number.

So we look for grapes and find wild grapes—instead of the educator, find the lad that should only hold his candle. The teacher's chair is occupied by those who are guided by no special training, marked by no natural aptness. In the Old World the youth that learns a craft must, under a guide, experiment upon useless material. We permit youth, without a guide, to learn to teach by teaching; to experiment upon our children; to "teach the young idea how to shoot," while they themselves yet aim and shoot with the eyes shut; who feel as much out of place as an awkward boy with his first quill, in his first attempt with the carpenter's adz, or a woman throwing stones.

Still, money thinks such fit to keep school, and engages such to tattoo the immortal face, to stick the immortal soul full of poisoned arrows, ever to fester and bleed.

A man of experience is sought to fit a shoe; a skillful man, a trained man, to fit a garment for the body; but the young, who have merely seen others clothe their minds, are deemed able to pin fig leaves together to cover the shame of ignorance. Could we but behold the intellect grown up under such awkward, skilless guides, we would see a visage branded and tattooed worse than the wild African; it would appear like a wall built by a blind man, or the garden of the sluggard.

But the true, the real school master is abroad, and may be found, though he walks in other circles, and mingles in other pursuits, and wanders like birds driven from their nests by evil birds. John and Judas

appeared alike to those who weighed not with spiritual scales; so men fitted by nature for the various callings, appear alike to those who weigh not with the philosopher's scales, while they are as unlike as the pebbles and the sand.

As the machinist prepares each piece, bolt, and screw for its place, so nature adapts men to their various occupations: the shepherd with his hook is at home with his flocks; the farmer with his plow; the mechanic with his planes; the merchant with his goods; the physician with his lancet; the lawyer with his client; and no less, the teacher with his pupil. God has not forgotten that which is most needed. The peculiar natural fitness of a teacher appears in a full and even organization; and to a certain extent, he would be adapted to any place; for he must, in a measure, be able to educate others for every place, and he leaves his own impression upon his charge. Many that hold the teacher's wand feel and act as much out of place as fishes in air, or birds in water; they look as anxiously for the end of a term as an ill child for the end of a weary night. But diffidence in the school-room, weariness of teaching, ill success in the calling, do not always foreshadow a lack in natural gift. Nature's songsters do not all sing, nor her musicians all play upon instruments; all must be taught.

We cannot here enter into an argument to show the necessity of training schools for teachers. Let us, however, assert what has actually proven true: that pupils, while studying, no more learn to teach, than children by eating bread learn how to bake it, or a lad who sees a tailor cut and make a garment, learns the trade. All teachers should learn to teach under instructors.

In addition to such natural and acquired qualifications, there should be promoted that interest in the cause, that love for its advancement, which is engendered by a dedication to the calling. Thus, we would secure a new profession which, at least, should be equal to, if not in advance of all others.

In this we ask what we ought to have, not what we expect to obtain at present. Unless we strive we certainly shall not conquer; unless we labor, we shall die as we have lived. We must demand what we need, and get what we can. We do not expect to ascend, like a balloon, with rapid motion, but like the growth of the oak. We are too free for a sudden reform. When the king is one, reforms may be rapid; but when every man is a king, reforms and great changes must move on with the mighty tide, and come with the elevation and enlightenment of the public mind. Public opinion is proverbially slow, especially in reforms: but we have no right to hide behind our faults, and make a virtue of sloth. It is our duty to stand in the front ranks, and hasten forward with that persevering spirit which never loiters nor yields till the victory is gained. We have exceedingly great obstacles to overcome; and if the Prince of the House of Persia withstood the angel one-and-twenty days, we shall be

withstood one-and-twenty years. As a generation of Israel died in the wilderness, so must we wait and die before the promise fully comes. We must commence our work with self examination and improvement.

In olden times leaders were teachers, and teachers were the leaders of the people. In Israel, prophets were instructors; in Greece and Rome, their great men. Nations never became elevated above their teachers. But the times have changed. The spirit of freedom has opened the way for self culture. The man has a right to the throne who first reaches it. The world to the world lies open, and all men are invited to strive for the palm. The swift no longer wait for instructors, and, unless instructors rise with the flight of the world, pupils, by the aid of books, rush up the hill, and leave them in the smoke and fog at the base. Formerly teachers lead the people through life, and their *ipse dixit* was the end of dispute; but now, lads of twelve, who have idled away more than half their school days, often strike out, pass their teachers, and leave them to paddle on in their wake, while there is no *ipse dixit* this side of Heaven in which they deign to acknowledge any confidence.

The people begin to see with their own eyes, and judge for themselves. The more they are educated by teachers, by self culture, and by experience, the more they see the emptiness of a one sided education—the fault of our general system. They see that teachers often possess little more knowledge or skill than those under their charge. Every man and woman, therefore, feels perfectly competent to direct; and as none of them, neither patron nor teacher, are competent to direct in matters of education, there, of necessity, will be as many opinions as people, and the teacher, especially, will find himself standing on live coals. The people have discovered that he who gathers together a few elementary principles of science; who runs as he reads, and reads as he runs; who has digged a stone out of a mountain, hewn a stick of timber, laid up a stone wall, faced a winters storm half clad, struggled with want, mashed his fingers with a stone hammer, unnailed his toes with a beetle, been buried under a load of hay, thrown over the cart-wheel into the mud, kicked by the world and gored by hard fortune; they have seen a youth thus educated undertake life's battle with the collegian, and win the prize. They have seen the one strong and vigorous, and the other feeble; they have buried one in the meridian of life, the other in gray hairs; they have seen one everywhere a practical man, and at home everywhere, and the other lost if but off his line; they have seen the one kill a bear before the other could bethink himself to run; mid terrors, and troubles, and billows, and storms, and battles, they have often seen the man schooled in the school of real life and action out hero the collegian.

Our colleges, our common schools, and our high schools must be improved, and our teachers elevated, else the common people will rise above us and tread us down, and we shall neither receive nor merit honor. What we do is rarely well done, and what is well done is of little use for

want of more. An eye, without the pupil, is useless; a single bolt taken from a steam engine might render the whole useless; so a man, with a mighty intellect stored with all science, is but a wreck. On every side we behold the want of completeness of culture, and everywhere the crooked tree tells of a crooked twig. Tattered clothes, shattered walls, and weedy, thorny gardens show ill culture. The imprint of a man in the mud of a ditch; the dens of drunkennes, debauchery, and ill-fame; mathematics and sensuality without sense; heads without eyes and bodies without hearts, all show that youth is not trained in the way it should go.

Let us cast our eyes upon the great panorama of the world. Here is a picture of shy, lean, haggard poverty, lingering with her ignoble progenitors, sloth, drunkenness, and gluttony, all foul children of an evil school. Here is grim, ghastly, ghostly Disease, nourished by ignorance and evil habits, leading the pale horse. Here is company of giddy youth, full of rioting and profanity, blind with sensuality, confident in the hope of materialism; running swift in pursuit of the foolish woman, as fools to the correction of the stocks; they know not that the dead are there, and that her guests are in the depths of hell; there are mothers weeping over the erring, and fathers, whose gray hairs come down to the grave in sorrow, lamenting the evils that have bereft them of their children, and put out the light of hope; there, among the gloomy crags, in the deep shade, in slimy pits, in dark, gloomy, haunted caverns, when closely pursued, flees the burglar, the incendiary and the assassin; here they hide their illgotten gains, and secrete their implements of wickedness. Here are the ashes of the Christian martyrs; there the blood of patriots; these are tyrants that triumph over the spoils of the innocent; those half clad laborers are slaves; here are idolators; here are they that deal in men's souls, and make merchandise of the weak; these are politicians, exhibiting to the people large advertisements, bearing upon the outside retrenchment, reform, and liberty for all, while upon the inside are a school of fishes, a gold-headed cane, and silver plate; there is a tumultuous mob, and yonder the smoke of a terrible battle; there horses stand in blood up to their bridles, and widows and orphans fill the earth with mourning.

The ancient world tells that what is, has been. The rude heaps of crumbling, dingy, time-worn walls, the massive broken columns, the moss-covered towers, the ivy-grown palaces, the pyramids and fallen idols, tell that myriads sleep who were struck down by the bolts of the Almighty for the very sins that rest so heavily upon us. Each nation that has past has looked upon its own greatness, and blessed itself with the cheering words, "This kingdom is without end." We cherish the same idea, that we are a most extraordinary people, a people of wonderful progress, whose course is onward and upward without bound; but still the same mighty hand rules, and the same curses and blessings are placed before us. The last words of that book of books that hath stood while nations have been scattered and laid in ruinous heaps, and that, although heaven

and earth shall pass away, shall stand, are ominous words: "Behold I will send you Elijah the prophet before the coming of the great day of the Lord, and he shall turn the hearts of the fathers to the children, and the hearts of the children to the fathers, lest I come and smite the earth with a curse." Considering these things, what is befitting? Can a people be moved that these truths will not move? Is there motive enough in all this to arouse us? To whom shall we entrust our children? To whom our happiness, our homes, our liberties, our institutions, our lives, and our great nation? If there is a wise man on earth, let him be sought for an educator of youth.

We doubtless feel the heavy burden that rests upon us. In our experience we have learned that children care but little for their own elevation; it is not in the nature of things that they should. We have seen, too, that parents care but little; for, if it is true that men go where their hearts are, it can be no less true that parents' hearts are not in the schoolroom. Again, we have learned that those who live among us, who are neither parents nor guardians, care only to see the gulf, that, as they say, swallows up their riches, swept away.

Again, therefore, we say that we must apply ourselves to self-examination and self-improvement.

The teacher must be a physiologist, that he may prune the youthful stalk and ward off disease, and cultivate vigor and life in the clay house of the soul. It is his duty to give his pupil a knowledge of the demands of the physical nature, and send him out into the world, not a decaying skeleton, but a *man*, rejoicing in strength and symmetry. We are too apt to pursue one motive, or idea, to the neglect of all others; but this leads to insanity; so doing, we pursue the way of the monomaniac. One nation cultivates merely the animal, another the mental, while, indeed, few individuals, even, have equally developed the animal, mental, moral, and spiritual. All experience shows that as a body without a head, a head without an eye, or an eye without a pupil, so is man, deprived of any of his component parts.

The teacher must be a metaphysician, and, as far as possible, understand the length, breadth, and depth of the intellect, and the hidden powers of the soul. He must understand human nature, and the human character. How can a man build that which he does not comprehend, or cultivate that whose nature he does not know! We would not trust a child to manage a steam engine, because he lacks in judgment, and knows not the power and action of the machinery; we would not trust a land lubber with the helm of a ship in an ocean storm, for his want of knowledge; but the child can as well guide the engine, and the land lubber the ship, as the untutored mind the mind.

Every teacher should be a moralist and theologian, and posess a heart in which morality—pure Christian morality—is established in the love and favor of God. The school that is wanting in the influence of such a heart

is without the vital spark. We ask not for sectarianism,—it is the bane of true morality and religion; neither do we ask for that moral instruction or religion that comes only in the cold, formal prayer. It is that religious morality which acts in every action, breathes in every breath, lives in every life; that which, from its abundance in the heart, flows in every vein, and lends its sweet and benign influence all around, that should adorn the teachers instruction; nor should the word of God or prayer be wanting. The teacher has almost an ever-ready opportunity to instruct children in the wisdom and goodness of God. When he speaks of the structure of the organs of speech, and the various sounds of the human voice; when he exhibits the symmetry, strength, and manifest wisdom in the human frame; when he points to the trees and their green leaves and fruits, to the corn and grass, vines and flowers, beasts, birds, fishes, and insects, to the mountains, rivers, seas, and winds, and to all that glitters below and above, how can he refrain from pointing with delight to the God that dwells in all. Let it be thought that children may live and enjoy life, eating bread only during one year, and only drinking water the next, and so on, alternating; but let us not hope for anything but tares, cheat, moral death, and miserable blight, while stuffing the body summers, the mind winters, and the heart Sundays.

He that opposes moral and religious instruction in our schools, is a virtual enemy to himself, to the world, and to God. When the world is fully enlightened it will thrust such an one from society, even as Vulcan was thrust from Heaven for defending wickedness.

It has been said that Nature will do her own work; truly, she will; but what God demands of man she will never do. She will not cultivate fields nor gardens; she will not clothe us as other animals, nor feed us as she does other animals, nor teach us as she teaches other animals. There is a work left for us, and we must do it. She does her work well where God commands. She makes beautiful flowers in the field, beautiful leaves in the grove; her bow is more glorious than all the works of man; her storms more terrible than war; her rocks and mountains more magnificent than temples. But nature's covering for a house is shaggy moss; her garden is full of weeds and briars; her fruit is sour; her men Indians and Hottentots. What God demands of men, she will not do.

"I owe my success in life to one single fact, viz.: that at the age of twenty-seven I commenced, and continued for years, the process of daily reading and speaking upon the contents of some historical and scientific book. These off-hand efforts were made sometimes in a corn field, at others in the forest, and not unfrequently in some distant barn, with the horse and ox for my auditors.—*Henry Clay.*

MORAL INSTRUCTION IN SCHOOLS.

(Continued from the October Number.)

THE State demands that its future citizens be morally educated. The teacher is to educate citizens, to prepare them for honorably discharging their responsible duties. The character of our government, the maintenance of our free institutions, depend upon the education of the youth of our country. It has been well said that the people of this great republic have no more native and inherent ability to exercise wisely the privilege of voting than they have to predict without instruction, and yet with unfailing precision, the return of a comet, or the occultation of some bright star in the heavens. On this subject the testimony of history is uniform; corrupt the morals of a republic and you overthrow its government. Already the true patriot has reason to apprehend danger to our free institutions. The astounding developments of political corruption which the last few years have revealed, both on the part of Congress and of our State governments, loudly call for reform in the moral character of politicians and governmental officials. If with the increase of intelligence the morals of the State wane; if men will discriminate between public and private right, and scorn to steal a farthing from their neighbors, but filch from the public treasury with not only unblushing effrontery, but with impunity, then disaster and overthrow surely await our republic. And yet, with all the cheating and dishonest means employed for the acquisition of wealth; with the early development in the child of the spirit of enterprise, and the appliances brought to bear upon him to awaken his cupidity, with the magnificent schemes of public swindling conducted before his eyes by those who enjoy the the highest trusts in the gift of a free government; with those influences bearing constantly upon him, how can we expect political integrity and moral honesty of our future citizens unless such influences be counteracted by a thorough system of moral instruction.

Although a cultivated mind is less likely to become immoral, yet no mere intellectual culture is sufficient to guard against these tendencies. The moral tendency of intellectual cultivation may be overcome by temptation to vice; and no more effective argument can be used against public schools than that crime and immorality increase among the educated. The moral nature must be developed and cultivated equally with the intellectual, or there can be no security to public morals.

Finally, the individual himself demands a moral education. Manhood and old age will hold the teacher responsible for the moral education of youth. The severest malediction that can fall upon the head of a poor mortal is that of a betrayed, deceived disciple upon a false or neglectful teacher. It is said that old age is a second childhood in moral habits and temptations as well as in physical ability, and that old men sometimes dis-

grace a long manhood of honorable conduct by falling into vices or follies which belong to the waywardness of youth. We all know that the scenes and events of younger years remain faithfully and minutely depicted upon the memory of the aged when after events and recent occurrences are quite forgotten. When, therefore, all the memories and emotions of youth come rushing in their freshness back upon the mind enfeebled by age and shorn of the strength of manlier years, what wonder, provided all the moral discipline was acquired in later years, and has again been lost, if the youth was undisciplined and immoral; what wonder that even old age again falls into the vices and follies of youth. What a bitter cup, then, are those teachers pouring out for declining years, who habitually neglect to teach and train the children of their charge in habits of discretion, and to cultivate and strengthen their moral character.

But the more we can cultivate moral self respect, the more do we elevate the human character; and the man has a right to expect moral culture and discipline from the teacher of his youth.

It remains to indicate the ground to be covered by moral instruction, and the best method of imparting such instruction. There are two preliminary considerations worthy of remark :

Firstly. Attention must be bestowed upon the bodily health of the student. All instructions will be in a great measure lost upon a mind inhabiting an unsound body; and hence, systematic attention to the physical health and development of the child is preliminary to all other means and kinds of education. If the men of our day could be brought up in the simple and healthy habits of the early settlers of New-England, a vigorous posterity would repeat the blessing upon us which we pronounce upon our ancestors. Says Bancroft: "One might dwell there from year to year and not see a drunkard, or hear an oath, or see a beggar. The consequence was universal health, one of the chief elements of public happiness. The average duration of life, compared with Europe, was nearly doubled; and the human race was so vigorous that of all who were born into the world, more than two in ten, full four in twenty, attained the age of seventy; of those who lived beyond ninety the proportion, as compared with European tables of longevity, was still more remarkable." Nothing is more certain than that a sickly, effeminate physical development is directly in the way of moral as well as intellectual culture.

Secondly. The habit of idleness must be overcome. A large share of the time is spent by nearly all the younger, and many of the older pupils, in looking around the school-room, or other inattention. Now, while this is itself immoral, as a waste of time, and hence, to be treated as a moral disorder, still its cure is preliminary to a desirable progress in any direction. As has been already remarked, but a small portion of the pupil's time, will or can be devoted to the study of his school books; it becomes the teacher's duty, then, to furnish the mental activities of his scholars with appropriate and sufficiently varied subjects of thought, and also to

ascertain as far as possible the general tendency of the mind of each student. The child must be made to feel that in the brief period allotted to him to prepare for the duties of life, he has no time, no right, to be an idle spectator. Says Lord Bacon: "Man must know that, in this theater of man's life, it is reserved only for God and angels to be lookers on," and this sentiment must be instilled into the mind of every child; and generally, the object to be constantly brought into view is independence, personal, intellectual, moral. The sooner the character can be so strengthened that the child can exercise moral self-control the better.

An education of this kind "by its discipline," says Bishop Potter, "contributes insensibly to generate a spirit of subordination to lawful authority, a power of self control, and a habit of postponing present indulgence to a a greater future good; and finally, by the knowledge which it communicates, it enlarges a child's conception of his true interests, and teaches him that forecast, self restraint, and a correct moral deportment, are indispensible prerequisites to success in life. The same effect must follow, in a much higher degree, when intellectual instruction has been combined with proper moral culture." On the ground to be covered by these moral instructions, the following partial conspectus is made up from Hickok's Rational Psychology, and must be varied as to extent and subject matter, by each teacher's peculiar circumstances. The teacher may well begin with the first grand department of ethics:

First, Pure Morality.

The three conditions of all virtue should be thoroughly explained and enforced:

1. Pure mindedness.
2. Decision of character.
3. Independence.

Then may be taken up the first topics under Pure Morality,

I. Duties to mankind; and we may consider as the first of these the Personal Duties, dividing themselves into two distinct classes;

(*a*) Self control. The teacher will have constant occasion to illustrate and enforce this duty. It may be variously subdivided as follows: Self protection, as against maiming, self-torture, suicide, and in favor of self defence, and the proper control of the body—which excludes intemperance, licentiousness, ambition and covetousness; also a control of our spirit, which is opposed to servility, vanity, jealousy, and false honor.

(*b*). Self culture, including complete self development, as follows:

1. Physical growth; under which should be treated diet, dress, exercise, cleanliness, etc. After these personal duties may be considered
2. Growth in experimental knowledge; excluding stupidity, heedlessness, rashness, credulity, scepticism, and fatality, or destiny.
3. Growth in rational wisdom; including taste, science, morality.

The relative duties may be taken up under two divisions, as,

(*a*). Kindness; comprehended under the general maxim: Do good to all, as ye have opportunity. This division will include instructions

1. On Indebtedness, under the maxim, Owe no man anything; embracing the following subjects, viz: honesty, reciprocity, monopoly.

2. On Benevolence, in the form of giving to the poor. Under this head will be treated charity, obduracy, sentimentality.

3. On Thankfulness, including gratitude, innocence, and peevishness. The second division is

(*b*). Respect; including courtesy, opposed to arrogance, scorn, ridicule and vulgarity.

We have, perhaps, sufficiently indicated the outline by the subjects given under Pure Morality. Of course each teacher can carry out for himself the remaining topics, and form a similar scheme under positive authority, including civil, divine, and parental government. Or a different conspectus can be arranged from any other system of ethics, or by the teacher himself. Still it strikes us that some definite system will be necessary in this, as well as in every other department of education.

Lastly. As to the method of instruction. It will be evident by a glance at some of the topics mentioned, that frequent opportunities cannot but but occur for imparting these moral lessons, as well as ample material for illustration. Take, for example, the subject of diet, or physical exercise.

We cannot conceive of any position where a moral teacher has a better opportunity, or a fitter audience for imparting instruction in these subjects, than the schoolmaster possesses. All the ordinary rules of Hygiene and exercise can be given. The consequences of surfeiting and drunkenness, of unwholesome diet, and all excesses, can be shown, and almost daily illustrated, until the children, and, in many cases, their parents, will, from both moral and prudential considerations, adopt better, if not correct habits. The skillful teacher will find apt illustrations continually presented, both among his pupils and in the community.

The first, and not least important means of instruction which the teacher must use, is example. The teacher himself should possess correct moral habits, or all his teaching will prove worse than useless. Says an eminent educator, "I cannot dismiss this subject of moral education without adverting to the great insensibility which seems to prevail among us in regard to the power of example. What meets the eye always sinks deeper into the mind than what only falls upon the ear. This is peculiarly the case with moral instructions."

Secondly, the teacher must depend much upon repetition. The same lesson is to be reviewed, and presented under different aspects, until no doubt remains that it is fully mastered. In case of small children, moral precepts and maxims should be committed to memory; and here we may be allowed to venture a suggestion, that the reform in the logical method of teaching has been carried quite too far. Children can learn memoriter long before the reasoning faculty is developed; and the system of instruction which ignores that fact must be defective. While the memory is so retentive,

and the child learns by mere curiosity, it seems highly desirable to encourage him to commit to memory literary gems of our language in prose and poetry, and also to store the mind with moral precepts, although the child may, for the time, fail to appreciate the beauties of the one or the extent of the other.

The precise time when the reason should be principally employed, and a philosophical memory cultivated, it is impossible to determine. Perhaps nature furnishes the best guide in the ever increasing inquisitiveness of the mind. Doubtless, every desire to ascertain the "why," should be sedulously encouraged, and thus the mind be conducted naturally from facts up to their causes, keeping constantly in view the notable motto of Erasmus, that "at first it is no great matter how much you learn, but how well you learn it."

Thirdly, the teacher must use books as aids and for illustration, "as consuls to guide, and not as dictators to command." The remark just made on committing to memory, does not apply to the teacher, who should in every instance be enabled to give a reason for his faith. The less a teacher has to do with books, when giving instruction on any subject, the better. He ought, generally, so to master the lesson he assigns to his pupils, that he can hear the recitation and teach the class without referring to his book. It always seemed unfair for the teacher to turn to his book in the recitation, and not allow the class the same privilege. Again, there should be system in the arrangement of the subject matter, and then the teacher should insist on the same attention and thoroughness in his oral lessons, as in those assigned from a book; there should be similar reviews and examinations, until the subject under consideration is thoroughly understood. The necessity for brevity in imparting oral instructions, frequency, and a wise selection of time will readily suggest itself to the experienced teacher.

In the necessarily limited and imperfect view which has been presented of this important subject, the sole object has been to awaken some interest in the department of oral instruction, and especially as connected with moral culture. If indifference and neglect, if bad instruction and worse example will bring down upon the head of the recreant teacher the maledictions of his former pupils, when in after years they are compelled to reap the bitter fruits of such teaching, what, on the other hand, may not those expect who, with toil and with tears, sow the seeds of virtue and religion in the young heart. How will manhood cherish the memory, honor and revere the character of him who instilled the principles of truth and holiness into the child's receptive nature. How will old age, when the panorama of youthful days and early experience passes and repasses upon the lessening canvass of life, pause at the faithful picture, the dear remembrance of some quiet school-room, where the placid teacher of his own boyhood, with hand resting softly upon the head of his pupil, gently chided him for some "youthful folly, born more of rash-

ness than of turpitude"; or, with glowing pathos, pointed out to him the better way of life. Ah! The old man will weep tears of gratitude and benediction when he recalls the features, the voice, and the holy lessons of such an instructor. Think you the virtues of such teachers will die with them? Oh, no! When their memory has ceased to be cherished upon the earth, and the spotless snows of winter, and the fragrant roses of summer have alike adorned their peaceful tombs for generations; when we can no longer trace the blessed influence of their lives and character back to its source, still that influence, like the waters of the Nile, will ever flow on, causing the seeds of virtue in other hearts to germinate, everywhere dispensing blessings in its course, and none the less so because its source is hidden and inaccessible.

Teachers of Wisconsin, whether you go down to your graves, after a long life of usefulness, full of honors, blessed with the comforts of this life, and surrounded by dear friends and ministering angels, or die in poverty, alone and neglected, the consciousness of having, in your lives, and by your labors, not only made men wiser, but better, shall yield you more satisfaction than wealth or friends, shall smooth your dying pillow, sweeten the bitter cup that all must drink, and future generations shall rise up to call you blessed.

LINES:

TO MISS M. L. H., OF CHARLOTTE, VT.

It is twenty years ago, Mary,
As sure as I am alive,
(If it were not for making us so old,
I 'd call it twenty-five,)

Since up the hill, and down the hill,
And through all sorts of weather;
Through heat, and dust, and rain and mud,
We went to school together.

How have things changed since then, Mary?
Is the school house standing still?
Do children yet, with merry shouts,
Chase each other o'er the hill?

Do the squirrels sport in the beach-woods?
Do the robins cheerily sing
As they used to in the grape-vine bowers
Where we were wont to swing?

O! could we meet again, Mary,
  We 'd recall the days long fled;
We 'd talk of the school-mates changed and gone,
  And the school-mates who are dead;

And of the teachers who essayed
  To lead us up the hill
Of science; though, to speak the truth,
  I 'm near the bottom still.

The fault, perhaps, was all in me;
  Perhaps a little bit
In those who "trained my young ideas
  To shoot," but not to hit.

But ah! good honest souls were they,
  And not a whit to blame.
For they were trained by teachers
  In science rather lame.

But, of a different kind was she,
  The wonderful Miss "Hanner,"
Who came to startle our rustic world
  With her French, and her "Pianner."

But, had she taught us 'til this day
  In her odd way, I fancy
'T would make a wild Canadian laugh
  To hear us *parley Francais*.

Now don't get nervous, Mary dear,
  And I will say no more
Of that old prison, which years ago,
  We voted such a bore.

Too freshly, even at this late day,
  My memory recalls
A vision of its benches rude,
  And smoked, and battered walls.

"Peace to its ashes;" long ago,
  Dear friend, I humbly trust,
Like all things mortal, that old hut
  Has mouldered back to dust.

If I go into raptures,
  It will be about the hours
We spent in wandering through the wood,
  Seeking the sweet spring flowers;

Or, when the summer days were bright,
  We watched the sunbeams quiver
Through the long willow boughs that hung
  Above the gleaming river;

Or whiled away the pleasant hour
  Beneath the old elm tree,
Dreaming out a golden future
  That never was to be.

But we will never grieve, Mary,
  For the days that come not back;
For who would wish to tread again
  Life's rough and weary track?

We left not all the good behind,
  For sunshine still is ours;
And round our pathway cluster still
  Life's sweetest, rarest flowers.

So we 'll carry brave and cheerful hearts,
  Wherever we may roam;
Knowing that each day's dusty march
  But brings us nearer home.

C. L. M.

SUBMISSION.—Dr. Johnson used to say, that a habit of looking at the best side of every event is better than a thousand pounds a year. Bishop Hall quaintly remarks: "For every bad there might be a worse, and when a man breaks his leg, let him be thankful that it was not his neck!" When Fenelon's library was on fire, "God be praised," he exclaimed, "that it is not the dwelling of some poor man!" This is the spirit of submission,—one of the most beautiful traits that can possess the human heart. Resolve to see the world on its sunny side, and you have almost won the battle at the outset.

A DEVELOPMENT OF THE FUNDAMENTAL NOTIONS OF GRAMMAR;

BEING AN INTRODUCTION TO BECKER'S SCHOOL GRAMMAR.

No. V.

Translated and Modified for the Wisconsin Journal of Education.

SENTENTIAL RELATIONS.

§ 16. Every sentence consists only of the *subject, i.e.*, the notion of a *being*, and the predicate, *i.e.*, the notion of *activity*, which is predicated of the being. (§ 2.)

The sentence may, however, take up into itself manifold notions in manifold relations. A notion of activity may be related attributively to the notion of the being, or a notion of a being, objectively to the notion of activity. (§ 11.)

Ex—The *thirsty* boy drinks *water*.

Every notion-word, and even a form-word, which only denotes a notion, becomes, in speech, a *member of the sentence*, inasmuch as its notion is subject or predicate, or stands in a relation to the subject or predicate.

The predicate is the *principal notion* of the sentence, and the word which expresses the predicate, is the *principal word* of the sentence. The subject is subordinate to the predicate. We call the notion of the subject the *relational notion, i.e.*, the notion to which the principal notion is related; and that word which expresses the subject is called the *relational word.*

Just so in the *attributive* and *objective* relation: one notion is principal and the other subordinate; and that word which expresses the principal notion, the principal word. We call that notion to which the attribute or object is related, the *relational notion*, as the expression of it the *relational word.*

We call the union of two notions, which, as principal notion and subordinate notion, stand in relation to one another, a *sentential relation*, and distinguish three kinds:

(*a.*) The *predicative*; *e.g.*, the bird sings.
(*b.*) The *attributive*; *e.g.*, the singing bird.
(*c.*) The *objective*; *e.g.*, drink water.

ACCENTUATION.

§ 17. Accentuation denotes in a special manner that every sentence expresses only one thought, and every sentential relation, only one notion, while it represents in every sentence, and in every sentence-relation, the subordination of the notions by the subordination of the accent. (§ 16.)

For example, in the sentence, "The mouth of the just brings wisdom," we know that all members of the entire sentence are in stress subordinated to the one word *wisdom*; that the entire sentence expresses only one thought, and that *wisdom* (to bring wisdom) is the principal notion of the whole thought. We know, further, that in the sentence-relations "the mouth of the just," and "brings wisdom," one member of the sentence-relation, (in the first "of the just," and in the second "wisdom,") is, by the accent, made prominent; that each of these sentence-relations expresses properly only one notion; and that in the first "*of the just*," and in the last, "*wisdom*," is the principal notion of the sentence-relation.

Remark.—Without accent we could not distinguish *black-bird* from *black bird*, *bluebell* from *blue bell*.*

In like manner, the accent in every polysyllabic word shows that the word expresses only one notion, while the termination, which expresses either the *notion-form* (§ 3,) or the *relation* (§ 13,) is subordinated by the accent to the *stem*, which expresses the notion itself.

In the offshoots sing-er, found-ling, and in the inflected words prais-ed, hous-es, hard-est, we perceive, by the accent, that they express only *one* notion, and that in the first the notion form expressed by *er* and *ling*, and in the last the relation expressed by *ed*, *es*, and *est*, is subordinated to the notion.

Remark.—By means of accent, we learn that several syllables, *e.g.*, thank-ful-ness, stitute *one* word, and not several words.

Accent denotes, finally, in the union of a notion-word with a form-word that both taken together express only one notion, while the form-word, which expresses the *relation* of the notion, is, by the accent, subordinated to the notion-word. (§ 13.)

Ex.—In the *summer*, in the *morning*. My *aim* was *good*.

Remark.—We call the value of a word in a sentence, in so far as it is marked by the accent as *super-ordinate*, or *subordinate*, its *logical value*; and we say, for example, that the principle word has a greater logical value than other members of the sentence, and the notion-word a greater logical value than the form word.

LAWS OF ACCENTUATION.

§ 18. The *principal* and *subordinate* notions in sentence-relations, and the *notion* and its *form* (§ 3,) or *relation* (§ 17) in words, are distinguished in speech by the contrast between a stronger accent, called the principal

* See Latham's "English Language," § 288, Chapter xxxi.—Tr.

accent, and a weaker accent, called the subordinate. This contrast appears in the following laws:

1. In the sentence, and in the sentence-relations, the principal word has the principal accent, and the subordinate member, the subordinate accent.

Remark.—The attribute alone, if expressed by an adjective, has commonly the subordinate accent; *e.g.*, an old house.

2. In polysyllabic words the stem has the principal accent, and the endings the subordinate.

3. In every union of a notion-word with a form-word, the notion-word has the principal, and the form-word the subordinate accent.

DIFFERENCES IN ACCENT.

§ 19. All endings and form-words have, indeed, the subordinate accent, but some of them have a stronger, and others a weaker accent. We distinguish therefore, in the accentuation of notion-words, and their union with form-words, *three degrees*, to wit:

(*a.*) The *full-toned* notion-words and stems.

(*b.*) *Half-toned* endings and form-words, as thank-*ful*, *can* jump, *from* fear.

(*c.*) *Toneless* endings and form-words, as might-*y*, *the* dog, etc.

Toneless are the endings of derivation and declension: *half-toned* are the form-words, except

(*a.*) *Personal pronouns* and the *article.* (§ 10.)

(*b.*) Monosyllabic forms of the verb *to be.*

(*c.*) Some prefixes, as *be*,—*be*-speak, etc.

(*d.*) The preposition *to* in the infinitive; as *to* say.

If a form-word has, by inflection or derivation, assumed an ending, then the stem is halftoned and the ending toneless.

If notion-words become endings or form-words, then the changed tone relation is often followed by a changed vocal relation: one vowel is changed into an other, *e.g.*, neighbor (*neah-bur*), or a long vowel loses its length.

GRAMMATICAL AND RHETORICAL ACCENT.

§ 20. Since the accentuation corresponding to the above named laws (§ 18) denotes the *grammatical* relation of words to one another, and of the stem and ending in every word, it is called the grammatical accentuation, and the principal accent lying upon a syllable, according to those laws, is called the *grammatical accent.*

From this grammatical accent must be distinguished the *rhetorical* accent, *i.e.*, that accent which the speaker lays, as principal accent, upon this or that word, or ending, even, according as it is his purpose to make especially prominent, by a contrast, this or that notion, or relation.

Ex.—The *child* (not the mother) sleeps. He *will* come (has not yet come). A shepherd-*ess* (not a shepherd).

RHYTHM.

§ 21. We call the tone-relation in a word and in a sentence-relation, the *rhythm* of the word and sentence relation.

A *word* has a good rhythm, if the *unity* of the notion is represented in *one* principal accent, as well as the *subordination* of notion and relation, in a *harmonious relation* between principal and subordinate accent.

A *sentence-relation* has a good rhythm in like circumstances.

A perfectly rhythmical relation of accent assists the comprehension of speech, and pleases at once the ear and mind of the hearer. The right proportion of accent is called the *euphony* of speech.

The most perfect rhythm of the word is presented in full toned stems which have only one ending, or prefix, or both these. Since, however, two syllables with subordinate accent are, in a manner, equal to one full toned stem, stems with two endings have also a good rhythm.

Words with more than two endings have a defective rhythm, and are called *afterforms*.

Unions of a notion-word with a great number of form-words, are, in respect to to rhythm, also defective.

Defective rhythm is often improved by contracting two endings or form-words, by means of dropping a short vowel.

A whole sentence-relation is very often changed into *one* word, that the unity of the notion may be more perfectly exhibited in a rhythmical unity of expression.

(*a.*) The members of the sentence-relation are contracted into one word in composition, as a sleigh-ride, a ride in a sleigh.

(*b.*) The relational word is denoted only by a termination of the principal word, as he fish-es, he catches fish.

(*c.*) The relational word is absolutely omitted. This omission is called an *ellipsis*; as, Good night! Forward!

Remark.—In proverbs especially is the verb only omitted; *e.g.*, "Great cry and little wool." "Better late than never."

IDIOM.

§ 22. The peculiar manner in which the English language denotes the relations of notions in speech by inflection, form-words and composition, by the arrangement of words, and especially by the rhythmical form expression, is called the *idiom* of the English language.

The purity of the idiom deserves as much attention as vocabulary, and perhaps more.

DIVISION OF GRAMMAR.

§ 23. *Grammar* is the *doctrine* of *speech*. and unfolds the relations of the sentence and word has a signification only in the sen clearness in representation, gramma

form from the forms of the sentence and sentence-relations, and in *etymology* examines words as members of a sentence *set free*, as it were, and in *syntax* examines the modes of expression, by which words, as members of the living language, are united in sentence relations and sentences.

It separates further in etymology the examination of the formation of words, *i.e.*, the formation of notion-words by derivation, from the examination of the different *parts of speech* and their inflection; and in syntax, the examination of the particular *sentence-relations* from the examination of the *arrangement of words* corresponding to each sentence-relation.

Orthography is to be looked upon as a supplementary part of grammar

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THE TRUE ORDER OF STUDIES.

BY REV. THOS. HILL, WALTHAM, MASS.

(*Continued from the October Number.*)

At the same time that the child is expanding his powers of geometrical conception,—that is, from the age of six or eight to that of eleven or twelve, according to his ability,—he should also be gaining simple ideas of numbers. And, in doing this, he should follow the order of nature, and begin with concrete numbers, such as beans, corn, balls, or counters. Beans are, on the whole, the cheapest and cleanest. They should not be employed in a niggardly way. Let the child see heaps of ten, heaps of a hundred, and heaps of a thousand. He should not be accustomed to use the names of numbers in counting, without gaining by sight a just conception of the meaning, which he cannot do from the petty number of balls upon an ordinary abacus. Not that the pupil is to be principally occupied with large numbers. On the contrary, he will find in numbers under thirty occupation for many a series of most interesting and instructive experiments with beans. Give him, for instance, 29 beans, and bid him divide them into any number of equal heaps that he can. When he has found that his task is impossible, take away one bean, and let him find that 28 may be divided either in four sevens or seven fours. Then add two, and let him discover that 30 may be divided into six fives or five sixes; two fifteens or fifteen twos; two groups of three fives, or two groups of five threes; three groups of five twos, or three groups of two fives, and so on. Thus alone can a clear knowledge be given of the act-

ual difference between a prime and a composite number. Nor is this the simplest example. Begin with two beans,—teach the child to recognize it as a couple, as two, in whatever position. Add one,—teach him to recognize it as a triplet, as three, in whatever position. Show him that $2+1=3$, and $3-1=2$, $3-2=1$. Add another bean. Show him that it can be divided into two couples. Show him that $3+1=4$, $2+2=4$, $4-1=3$, $4-2=2$, $2\times2=4$. Add another bean; it is no longer divisible into equal parts; drill him on recognizing five as a quintette,—as five, in whatever position they are placed, and on the addition and subtraction of its parts. Take up six,—lead him to divide it into three couples, or into two triplets. Explain by the beans the two meanings of dividing six by three,—that is, of either separating it into three equal parts, or of separating it into equal parts, each of which consists of three. Show the identity of 3×2, and 2×3, each equalling 6. Proceed in this way with all the numbers, and you will not find many months pass before the pupil will recognize a dozen as a dozen, at a glance, and before he will unravel the various combinations of groups, similarly constituted, into which 24 beans may be arranged, such, for instance, as two groups each of three couples of twos.

The teacher of the common school may object that he has no time for such an exercise. He should then make it, by omitting the more difficult and abstract studies to which a pupil of this age is sometimes condemned. The quickness of perception given by the exercise of counting small parcels of beans, under twenty, at a glance, is more valuable to a child of that age, than the intellectual discipline of mental arithmetic. In nearly every school in New-England, a disproportionate amount of time is given to arithmetic. The science is taught backward, beginning with reasoning, instead of with observation, and is hampered, also, with factitious difficulties, produced by a variety of unessential names and processes.

When, by means of the beans, the idea of numbers has been made familiar, as well as their names, the pupil should take up written arith metic; this may, perhaps, be at the age of eight or ten. The decimal notation is to be taught, and, by means of a thousand or so of beans, rendered intelligible and impressive. For decimal fractions, which should be taught (as in Pliny E. Chase's treatise) at the commencement of exercises on the slate, break up two or three dry beans into small pieces, from which select ten that are nearly one tenth each, and also some of the finer powder, which may represent hundredths. When the pupil thus perceives that the decimal scale is capable of representing the infinitesimal as well as the infinite, let him also be made familiar with the fact that the unit is, in general, an arbitrary standard, and that the sam

quantity of beans may, by removing the decimal point, be represented as so many tens, or hundreds, tenths, or hundredths.

After the pupil has made himself complete master of the four fundamental rules (including long division, in decimals), and of the principal characteristics of prime and composite numbers, let him take up mental arithmetic, and be kept at it until he is complete master of Warren Colburn's first lessons. This may not, however, be accomplished before he has, at the same time, made himself a proficient in all the ordinary operations of arithmetic. In the choice of a treatise upon this science, we have given a decided preference to Pliny E. Chase's over all others, because of its simplicity, and because of the immense number of its examples—which two qualities render the learner expert in figures in a much shorter time than is usually given to this study. The whole subject is usually introduced to the child's mind too early, and he is kept at it to too late a period in his education.

By the time that the pupil has mastered his ordinary arithmetic he will be ready to return to geometry, and take a simple course of instruction in geometrical demonstrations, and in the application of geometry to practical use. The great master of antiquity has left in his "Elements" a model of the reasoning art, but it is not in a form best calculated for young minds. The process of analysis naturally precedes synthesis, and must necessarily precede it in the mind of one who would demonstrate a new proposition; hence, a text-book ought to give more examples of analysis than of synthesis. Moreover, the object of a geometrical demonstration is not simply to prove the theorem demonstrated, but also to impart to the pupil the power of demonstration; for which reason a text-book ought to be interspersed abundantly with undemonstrated propositions and unsolved problems, as is the case in works on arithmetic and algebra. If no such text-book is readily accessible, the teacher should select, from books not in the scholar's hands, theorems allied to those which the scholar is studying, and propose their solution as an exercise for the class.

When the pupil has made some progress in geometrical demonstration, say at the age of thirteen to fifteen, he should be taught the use of logarithms. Only a few weeks' practice will be required to give him ease and rapidity in the use of this "wonderful rule," this marvellous "new instrument" of the seventeenth century. Logarithmic tables, while in all the more difficult calculations of astronomy, geology, and civil engineering, they are an indispensable aid, are very seldom resorted to in other cases where arithmetical results are required. Yet, as there is nothing whatever difficult in their practical application, and a facility in using them once acquired is not easily lost, there seems no reason why they

should not be found in every counting-room, and used as occasion requires.

The scholar should also at this age begin to acquaint himself with algebra. With the mathematical preparation which we have now recommended, the ordinary processes of algebra will present few difficulties; and in one or two years the scholar will find the solution of equations of the first and second degree, and approximation to higher roots, by means of derivatives, a familiar and easy task.

A short and simple course of trigonometry, and a very elementary course of perspective, and of descriptive geometry in general, will finish a high-school course of mathematics.

The college course will vary according as the system of instruction embraces or omits voluntary studies. Our whole scheme of instruction is based upon the idea that every human being needs education in the five branches of the hierarchy, and in each of the great divisions of that branch. The amount of study in each branch will depend, in part, upon the capacity of the scholar. We have endeavored to lay down a scheme extended enough to satisfy all except rare instances of extraordinary talent, and yet simple enough to be within reach of a fair proportion of our children. From our observation of the public schools of our own town, we should say that twelve or fifteen per cent. of the children in New-England can, without any over-exertion, go through all that we have here laid down.

In the tabular view given in our former article, we have placed the rythm of verse and music among the early incidental studies of algebra. The connection between algebra and the science of time is not so obvious as that between geometry and the science of space, and this is not the place to introduce any discussion of the reality of the connection. But is the opinion of some of the highest mathematical authorities of our day, that even the idea of number involves obscurely the idea of time as well as of space; and that the laws of algebra are primarily the laws of progression in time,—that they are rather illustrated than fulfilled by geometrical forms. If this be so, the cultivation of an ear for rythm, the custom of beating time to music, and of attending to the balancing of musical phrases, will facilitate the subsequent conception of equations and of their transformations, as surely as the attention to forms, and the attempt to draw outlines, will facilitate the subsequent study of geometry. It may be objected to this statement, that the best draughtsmen are sometimes notoriously deficient in mathematical power—the best musicians notoriously ignorant of algebra. It must be conceded that space and time seem capable of being approached and handled from

entirely opposite points of view, and that art and science flow, as it were, from opposite poles of the mental battery. But we are persuaded that there is not a real antagonism between them, and that the apparent conflict comes merely from the limited capacity of the human mind, in which close attention to one mode of viewing an object usually excludes all other modes. In souls of a larger growth there is found to be no incompatibility, and Art and Science are helpers of each other; Geometry and Optics justifying and sustaining Sculpture and Painting, and they in turn giving new interest and delight to those sciences; while Music and Poetry hold a similar, although more obscure, relation to Algebra.

We have treated of the mathematics, in the present article, as though they were isolated subjects; but the remarks which we have made concerning their relation to art warn us that we must never forget the intimate blending of all themes of thought into one great universe of truth. The five branches of the hierarchy are all indispensable, and are all so interwoven that one is well taught only as it is perceived to lie in harmonious connection with the others. For this reason the teacher of mathematics should be prepared, during the whole of the course of instruction, to point out to the pupil the bonds that link his subject with the physical world, with the laws of astronomy, chemistry, botany and zoölogy; with the history of man, of his speculation, and of his action, with mechanical inventions, with art, and with commerce; with the nature of man, capable of apprehending the mathematical thoughts that have guided the Creator of the world in the formation of all things; with the nature of that Being who has made all contained in space, or evolved in time, and subjected them to laws which are a source of such instructive and delightful investigation for his children to pursue, and which, in the forms and appearances they produce, awaken also such manifold sources of pleasure in the beauty and harmony of His works.

The principal views which we have endeavored to present in this article may be summed up in three sentences: that geometry should precede arithmetic in the training of a child's mathematical powers,—that in each of these two studies concrete forms should precede abstract language, observation and conception precede reasoning,—and that the cultivation of the power of definite conception by geometry is as truly valuable as the cultivation of the logical power. We cannot agree with the opinion that arithmetic is of more practical utility than geometry; yet, if we were of that opinion, we should still teach our children geometry first, arithmetic afterwards. For a change of occupation is rest, and the boy, who begins with geometry and leaves arithmetic to a later period, develops his powers is a more natural order, achieves his task with less fatigue

and, at the age of fifteen, not only knows more of other things, but more of arithmetic, also, than he could have known had his taste for numerical computation been destroyed by a premature and too continuous application to that science.

In our next article we propose to consider the proper mode of introducing the young to Natural History.

To be Continued.

Superintendent's Department

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the July Number.*)

Q. Have the Board, the teacher, or the town or city superintendent the authority to expel a pupil from school for want of punctuality?

A. In regard to the powers of superintendents, and the duties of teachers, in the absence of positive statute, custom and precedent have established a *quasi* law. The teacher has control of the scholars only during school hours, and while in the school house, or grounds. Out of school hours, and at home, parents have, as they ought to have, full and free control; nor does the act of attending school on the part of the child divert or lessen parental authority. The School Board may establish certain regulations for the management and government of the school, as provided for by law. For instance: they may prescribe certain text-books, and teachers are not obliged to hear scholars recite in any other; or they may prescribe certain duties, such as writing compositions, or declamation, and a persistent refusal on the part of a pupil to comply, would, undoubtedly be a sufficient cause for a suspension from the privileges of the school until the rule was complied with. Or, for continued misbehavior, the Board may peremptorily expel a scholar until obedience is promised, and good behavior guaranteed. The constitution says that the common schools shall forever be free to all children, etc. The Declaration of Independence also classes liberty among the inalienable rights of men. But a man, by his own criminal action, may forfeit his liberty. And so a child, by his own continued misbehavior, may forfeit the right, secured to him by the Constitution of our State, of attending school. The right, then, to suspend or to expel for a time, is clearly within the province of the school board. But

this power cannot be delegated by the Board to the teacher; nor can the town or city Superintendent, except in case a local law gives him the authority, take this matter into his own hands.

Whether tardiness is a sufficient reason for expulsion, or not, must be determined by circumstances. Punctuality of attendance is a great desideratum; but this, like all else in education, must be maintained rather by persuasion than by force. But, although punctuality is thus one of the necessities of a good school, it cannot be that, for an absence required or permitted by a parent, the teacher or School Board can, as a punishment for such absence, peremptorily refuse admission to the absentee. If a parent keeps his child at home one term, can the School Board refuse the child admittance the next? Or, if the parent keeps his child at home for one day, can the School Board refuse admission the next? Thus whenever absence is the result of obedience to parental authority (command or permission), the authority of the School Board should not inflict a punishment. If punishment is merited, it is by the parent. In case the absence is so long continued as to interfere with the good order of the school, and the progress of those who are punctual, a more severe course may be necessary to prevent its recurrence. But, in all cases, it should make a difference whether parental authority sanctioned the absence. We would, therefore, answer the question by saying that the Board cannot *expel* a scholar for tardiness, but that they may suspend him for a short period when such absence partakes of a criminal character.

Q. If districts, in ignorance of the law, at their annual meeting in 1858, elected their officers all for one year, how long will they hold their offices?

A. The officers elected at the annual meeting in 1858 will all hold their offices as provided in Section 16 of the School Law, whether such was the intention or not. In cases where there is any dissatisfaction, it would be advisable for all officers thus elected to resign, that the election may proceed with full cognizance of the law.

Q. In case of an election at a first meeting, how long will the officers hold their offices?

A. The same as though they were elected at the previous annual meeting. Section 16 of the School Law provides "that at the first annual election of district officers after the passage of this act, and at the *first election* [not the "first annual election,"] of such officers in any newly organized district, the clerk shall be chosen for one year, the treasurer for two years, and the director for three years" Thus, in case of an electionat a first meeting, the time between that and the annual meeting must be taken as one full year.

S. H. CARPENTER,
Assistant State Superintendent.

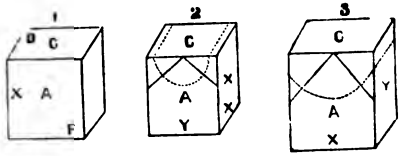
Mathematical Department.

EDITOR JOURNAL:—I am desirous of eliciting from some one or more of your scientific readers, information as to a disputed point respecting gravitation; and, with such view, submit the annexed problems, in the hope that some formula and process of procedure to obtain true answers may be supplied.

The writer is well aware that it is a conceded point that matter gains in weight by an approach toward the poles, but doubts the sufficiency of the reasoning as to the cause, and submits a proposition in refutation:

Proposition:—That if attraction of gravitation is toward the center of a mass; that the force of such gravitation will vary the surface of any mass, not a perfect sphere; and that such variation will be modified by the extent of lateral attraction, and distance from the centers of attraction. Also, that a lateral attraction of 45° will reduce the attraction of gravitation (downward) the one half.

PROBLEMS.



No. 1.—A cube with side X. At which point will attraction be greater, from C downward through center A, or from D downward through center A to corner F—D perpendicular to F: whether the attraction will be greater in

No. 2.—Breadth and depth X, length Y, from C downward; or in

No. 3.—Length of sides X, depth Y, from C downward.

If a satisfactory demonstration is supplied, then,

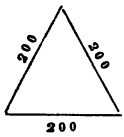
Question.—At what point on the earth's surface will matter have the greatest weight, at the Poles, or at the Equator? Centrifugal force not to be considered. The equatorial diameter being 26 miles greater than the polar.

N. B.—In "Another solution to Problem 12," in the March No., there seems to be a typographical error.

$3x^2+3x=1,$

$x=0,\ 26{,}376,$ Reads $3x^2+x=1.$

A READER.



Problem No. 33.—I have a garden in the form of an equilateral triangle, whose sides are each 200 feet. On each corner stands a tower, whose heights are respectively 30, 40, and 50 feet. What is the length of a ladder that will just reach the top of each tower, and how far is it from the foot of the ladder to the base of each tower? J. C. D.

Editorial Miscellany.

ABSENCE from our office attending Teachers' Institutes, and a severe attack of inflammation of the eyes, which, for more than two weeks, frustrated all attempts to read or write, must be our apology for the lack of variety in our editorial columns, and for the delay in issuing the present number.

TEACHERS' INSTITUTES.—The Institutes held under the direction of Chancellor Barnard during the past month, have been very successful, and will do much in arousing public attention and securing union of effort in the work of improving the condition of our schools, and the qualifications of teachers. The attendance in most cases was large, exceeding the anticipations of the most sanguine, and the exercises were characterised by earnestness and good feeling. Chancellor Barnard was present at most of the Institutes, lecturing upon topics relating to a system of public instruction adapted to the wants of our people, and exercising a general supervision over each.

Messrs. F. A. and C. H Allen, of Pennsylvania, and Mr. John Ogden, of Ohio, were engaged by Dr. Barnard to take charge of the Institutes and conduct the daily exercises, and they have shown themselves well qualified for the performance of the duties devolving upon them, as the success which attended their labors and the hearty approbation of the teachers benefitted by their instructions abundantly testify. At Elkhorn the lady teachers presented Messrs. F. A. Allen and Ogden a set of silver forks as a token of their gratitude and esteem, and at Waupun the ladies presented the same gentlemen a well filled purse as a partial return for benefits received, and the resolutions passed at Sheboygan and other places where institutes were held by Mr. C. H. Allen, show that his labors were highly appreciated by the teachers and citizens in attendance. Mr. C. E. Hovey, principal of the Illinois State Normal School, had charge of the Institute held at Mineral Point, and the complete success which followed his efforts proved his fitness for the responsible post he occupies in our sister State. It is proper to state that the gentlemen mentioned were assisted by prominent teachers of each locality where

the Institutes were held, but we will not make particular mention of their names in this connection, as we propose in the next number of the Journal to give a complete history of the whole series of Institutes, and we will only add that the success of this agency is one of the first fruits of the policy which secured the services of such a man as Dr. Barnard as the agent of the Board of Normal Regents, and the hearty cooperation of the whole people in the good work, augurs well for the building up in the future of a complete system of public instruction in our State which shall comprise within itself all the means and agencies necessary to secure the education of our children.

WRITE FOR THE JOURNAL.—We often receive communications enquiring whether we wish or expect others besides the Board of Editors to furnish articles for the Journal. To save the trouble of a separate reply in each case, we re-state what we have often stated before, that we are glad to receive articles from any one who desires, or who is willing to furnish them, as we wish to make the Journal a record of the widest experience and best thought on the subjects of which it treats. It is the organ of the teachers of the State, and we look to them to make it what it ought to be, as the exponent of educational progress, and a leader in educational reform in this commonwealth.

NEW EXCHANGES.—We have received No. 1, Vol. 1, of the *Iowa Instructor*, published by the Iowa State Teachers' Association. It is a neat looking, well printed journal, containing thirty-two pages, and promises to do good service in the cause of education and progress. Published at Davenport at one dollar per year, but subscriptions should be sent to C. C. Nestlerode, Tipton, Iowa. We trust that the teachers across the river will see that it is well sustained.

We have also received Nos. 1 and 2, Vol. 1, of the *Practical Machinist*, published by H. Leavitt & Co., 37 Park Row, New-York, at $1 per annum, 80 cents to clubs of 10, 75 cents to clubs of 20. It is a four column quarto, devoted to the interests of mechanics and inventors, gives descriptions of improvements in machinery, and new inventions, with copious illustrations It contains articles on the principles of machinery, on the patent laws, a weekly list of patents issued, and a large amount of valuable information in relation to steam, gas, coal, and their use for propelling machinery, lighting buildings, boats, cars, etc. We recommend it to machinists, engineers, and all others who desire information in regard to the important topics of which it treats.

ATLANTIC MONTHLY.—Our readers will be glad to learn that the death of the senior partner, and the financial embarrassments of the firm of Phillips, Sampson & Co., will not interfere with the publication of this sterling magazine. It will be continued with all the essential features which now characterize it as the ablest serial in the country. The November number has not yet reached us, but the October number is a very interesting one, containing articles from some of the best writers of the day on a variety of topics, in prose and verse. Mrs. Stowe's new story, "The Ministers Wooing," approaches completion, and the denouement is anxiously looked for by thousands of interested readers. We think it will

prove to be her best work, and if it does not rival "Uncle Tom's Cabin" in popularity, it equals it in its graphic portrayal of life scenes, and its deep insight into human character. Next month we shall give the prospectus for the new volume.

THE LADIES' HOME MAGAZINE for November is on our table, and is filled, as usual, with well written articles of a high moral tone, calculated to interest and instruct its readers

THE GREAT REPUBLIC MONTHLY for October is fully equrl to the previous numbers. It contains several well written articles, among which we notice one on The Gulf Stream and Currents of the Sea, by Prof. Maury; A Biographical sketch of Thomas Grimke, and Clairvoyance and Imagination; The Asinine Papers, Vagaries of an Artist, and The Wildthorn Manuscripts, are continued. There are several other pieces in prose and verse. The publishers promise increased attractions in the next volume, which commences with January, 1860, and we think it richly worth the subscription price.

THE AMERICAN MERCHANT for October is embellished with a fine likeness of Wm. Cullen Bryant, accompanied by a biographical sketch. It contains articles on The Credit System, and Cotton and its Culture, besides the usual variety in the Nautical, Law, Mercantile, Educational, Commercial and Editorial departments. It is a valuable compend of important information in relation to the pursuits and business of practical life, and is worth many times its cost to every man, no matter what his employment or profession. Published by Bryant & Stratton, 18 Cooper Institute New-York city.

THE BOYS AND GIRLS OWN MAGAZINE.—Volume 1 of this periodical closes with the December number, and we recommend our young friends to subscribe for Vol. 2, as we are sure they will find much in it to interest and instruct them. Terms 75 cents a year. Published monthly by Wm. L. Jones, 152 6th Avenue, New York.

UR old frieud The Student and Schoolmate, which we had lost sight of for a long time, has again made its appearance, united with Forrester's Boys' and Girls' Magazine. It is one of the best of our juvenile exchanges, and we are always glad to see its pleasant face. It is an excellent reader for achools, and contains original dialogues and pieces suitable for declamation. Published monthly at $1 per year by James Robinson & Co. 120 Washington St., Boston, and N. A. Calkins, 348 Broadway, New-York.

WE would remind teachers who have not attended either of the Institutes appointed by the Agent of the Normal Regents for October, not to fail in being present at one or more of the four which are to be held in November—viz:

" Milton,	commencing	Monday	evening,	November	7th.
" Kenosha	"	"	"	"	7th.
" Beloit,	"	"	"	"	14th.
" Madison,	"	"	"	"	21st.

MADISON.—The autumn term of the State University has opened with a larger number of pupils than in any previous year. Chancellor Barnard has made an arrangement with the Board of Education for the instruction of pupils belonging to the Preparatory Department of the University, in the Public High School of Madison—the Board providing for the High School enlarged and improved facilities of school room and teachers, and at the same time inviting the cooperation of Chancellor Barnard with their own Superintendent in the affairs of the school. Arrangements have also been made for religious services on every Sunday afternoon, by Prof. Butler, in the Chapel of the University, for the Faculty and students. The Scientific Course will be greatly enlarged by the opening of another term; and it is expected that a Normal Department will be opened in connection with the Normal Class of the High School, giving better facilities for the professional training of teachers that has yet been enjoyed in Wisconsin.

The Public High School of Madison has been provided with better schoolroom and class rooms, in the building formerly occupied by the Female Seminary—the building having been enlarged for this purpose. Mr. Kilgore retires from the Principalship, and gives his whole time to the duties of superintendance of all the Public Schools. Mr. N. L. Gallup, formerly Principal of Central Public School of Hartford, Ct., and Prof. Conover, formerly of the State University, have been appointed Associate Principals, the former of the English, and the latter of the Classical Department. They are are assisted by Miss Burnam and Miss Newman, and by Mr. Pickart in the German language. Instruction will, it is hoped, be given in music, and gymnastic and calisthenic exercises. It is the intention of all concerned to make this a first class Public High School—equal to any Academy, or High School, or Preparatory Department in the State.

It is proposed, by a few public spirited citizens, to erect, under the auspices of Chancellor Barnard and Dr. D. B. Reid, (the new Professor in the department of practical Science in the State University), in a central position in Madison, a building devoted to the promotion of science among the whole population—in ways not provided for in any existing establishment. The following circular will explain the object:

"IT is proposed to erect, in a central position in Madison, a special building constructed with the resources and peculiarities introduced by Dr. D. B. Reid, and to devote it to the promotion of science among the whole population, whose wants have not been hitherto met by any existing institution, while it will add, at the same time, to the educational resources of existing establishments.

The illustration in this city of all that is most interesting in the progress of the Fine and Useful Arts, and of those industrial, sanitary and economic pursuits that are essentially connected with the education and comfort of the people, and the reunion of those engaged in the varied occupations of life, will form its leading and characteristic feature.

Select courses of lectures and illustrations can be given in it at stated periods and at other times individuals from all parts of the State, as well as from abroad

may be requested to lecture, or to explain and illustrate special subjects, in unison with such regulations as may be adopted for this purpose.

It is considered that the construction of such a building, even though limited at first to one apartment, dedicated to lectures, experimental purposes, and a select series of practical operations, might be rendered not undeserving of the countenance of the legislature, of the university, and other public institutions All individuals, also, interested in education, in the improvement of the condition of the people, in the blending of the Fine and Useful Arts, and in affording facilities of illustration, investigation, and consultation in special arts and manufactures, will be invited to co-operate in this cause.

No fleeting nor temporary object being contemplated by the plan proposed, but one whose influence, it is believed, might soon be felt both in the city and in the State, it is deemed desirable that the final plan should depend on the result of the first year's trial, and that it should be fully explained and illustrated in a temporary structure that may be extended and rendered permanent, according to the support it receives.

It is proposed that the whole of the arrangements for the proceedings of the first year shall be under the direction of a Committee, to be appointed by those Gentlemen, who will agree to subscribe the necessary sum for the use of the ground and the erection of the building, provided an adequate sum for the expenses of the first year shall be received by subscription, or by tickets to the different courses, illustrations, and practical operations which will be conducted there during this period. HENRY BARNARD."

ERRATTUM.—In Problem No. 32, in the October number, for "and *FAD* is double *FCD*," read "*FCD* is double *FAD*."

BOOK TABLE.

THE NORMAL, or methods of teaching the common branches, Orthoepy, Orthography, Grammar, Geography, Arithmetic, and Elocution; including the outlines, technicalities, explanations, demonstrations, definitions, and methods introductory and peculiar to each branch. By ALFRED HOLBROOK, Principal of Normal School, Lebanon, Ohio. New-York: A. S. Barnes & Burr. 51 and 53 John St. 1859.

This work commences with a classification of knowledge under the three departments of *Literature*, *Science*, and *Art*, accompanied by concise definitions of each division, branch, or topic, after which the several subjects mentioned on the title page are taked up in their order outlined, defined, and explained, and the author's methods of teaching them to primary and advanced classes clearly set forth. Prepared by an experienced and successful teacher and presenting an exposition of methods and plans elaborated in the school room, instead of the study, it is eminently a practical work, worth ten times its cost to the young teacher every year he is engaged in the school room, and furnishing for those of more experience definite outline of the studies pursued in schools, and many valuable suggestions in regard to methods of teaching. We heartily recommend the book to the profession, and trust that its merits will insure it an extended circulation

BOOK-KEEPING, by Single and Double Entry, simplified and adapted to the use of Common Schools. By W. W. SMITH and EDWARD MARTIN. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1859.

This is really a practical work, and the usually difficult processes of Journalizing, Posting, etc., are so simplified and explained that any youth of average intellect can understand the whole matter, and become a good book keeper by studying its attractive pages. More attention ought to be given to this subject in our common schools, and this work is well calculated to make the study interesting and profitable.

THE SCIENCE OF EDUCATION, AND ART OF TEACHING; in two parts. By JOHN OGDEN, A. M. Cincinnati: Moore, Wilstach, Keyes & Co., 25 West Fourth St. 1859.

Part first of the above work is a forcible and philosophical exposition of the nature of man, and the true object of education, treating the subject under the following heads: Educational Capacity; Educational Forces; Educational Processes; Physical, Intellectual, Moral, and Religious Education. Part second is devoted to the consideration of school-room duties embracing the following topics: Study, Recitation, School business, Recreation, and Government. The work of a practical teacher, and close thinker, it is well calculated to convince its readers that there is such a thing as "The Science of Education" founded upon immutable principles, and that the "Art of Teaching" is worthy of a prominent place in the list of arts which benefit and bless mankind. Characterised by simplicity and clearness of style and a high moral tone it is worthy of a place on a front shelf in the teacher's library, and we are happy to know that many of our teachers have already secured it as an aid in the performance of their responsible duties.

THE UNIVERSAL SPEAKER, containing a collection of Speeches, Dialogues and Recitations adapted to the use Schools, Academies and social circles. Edited by N. A. CALKINS and W. T. ADAMS. Boston: Brown, Taggard & Chase, 25 and 29 Cornhill. 1859.

The increased attention given to the subject of declamation, and rhetorical exercises generally, in our schools, has caused a supply of works of the character of the above, suited to the wants of pupils of every age and grade. We notice in this book an adaptation of the subjects and style of treating them, to the comprehension and capacity of those for whom it is designed and a variety of topics and exercises not often found in similar works. Part 2 was prepared by Prof. Wm. Russell, the celebrated elocutionist, and presents the notation and style of delivery adopted by that successful teacher. The pieces, as a general rule, are entirely new and the editors have evinced judgment and good taste in their selections. The mechanical execution of the book is excellent, and its attractive appearance, as well as genuine merit commends it to the favorable consideration of teachers and pupils.

A FAMILIAR COMPEND OF GEOLOGY, for the School and Family. By A. M. HILLSIDE. Philadelphia: James Chalen & Son. 1859.

That the study of geology cannot be pursued to any considerable extent, particularly in our common schools, is evident at a glance; but that a knowledge of its elements and first principles is necessary to enable one to fully understand many of the allusions and illustrations in works on kindred topics or general literature, is also evident: and as the mass of our people obtain all the education they ever get in the common school, we believe that a work treating only of first principles and giving a general outline of the subject in simple language, as as free as possible from technicalities and scientific terms, would supply a want hitherto unsupplied. This work seems to have been prepared with reference to that very object, and, so far as our limited acquaintance with the science enables us to judge, the author has successfully carried out the plan, and given a correct and interesting compend of the elements of Geology. The work is finely printed, and beautifully illustrated; has a copious glossary, and full index, and, in the hands of a live teacher, would serve a valuable purpose in opening to the youthful mind a few pages of the Book of Nature.

THE

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THE HONOR OF OUR CALLING.

ITS NATURAL AND ACQUIRED CHARACTER—THE OBLIGATIONS IMPOSED UPON US.

(*Continued from the November Number.*)

THE teacher should possess mature judgment, a knowledge of human nature, and especially a knowledge of the nature and demands of the intellect. The principal mission of science is the development of intellect; the educator, therefore, must not only know the intellect, but he should be familiar with science in its various branches, that he may know how to deal it out as intellectual food. That one who merely knows the letters is sufficiently educated to teach them, needs no confutation; it is extreme folly.

The greatest of all demands upon the educator is self-control. The passionate man can scarcely drive an ox, or hold a plow; but nowhere else does passion do as much evil as in the school. But, how great a work is this! Many have fought; but few have won. "He that is slow to anger is better than the mighty, and he that ruleth his spirit than he that taketh a city." It has become a motto, that he who would rule others must first rule himself.

The next great labor is the government of others. Pupils, from near the cradle to the age of manhood, must be governed. Government in school is as necessary as air and light. It is a principle in nature that wherever there is action there must be control; and contrôl must be the result of fixed law, or educated reason. Youth is peculiarly full of action ungarded, since reason in the human mind develops slowly. The

power which impels youth is passion, which is as sure to drive man upon shoals and rocks, as the unstable wind a ship at sea; and, as much as the ship needs a helmsman, so much needs youth a governor. No more inclined is the ship to follow the impulse of the wind, than youth the impulse of passion; nor is wind more unreasonable than passion. "A child left to himself bringeth his mother to shame;" and a school left to itself is a bedlam. The educated, enlightened reason of parents and teachers must always be present to guide the otherwise erring feet of children.

Government, when applied to the elements or brutes, and often to men, means merely control; but should be very differently understoood when applied to youth at the home fireside, or in the schoolroom. Those who govern youth should ever have in view the welfare of the man, and the great and important end of his existence. A child that has been merely controlled, must be controlled still; but the child that is governed will learn to govern himself. The child that has ever been borne in the arms, must be carried still; but the child that is led will soon learn to walk. The first great point in real government is to obtain the will of the governed, or, in other words, the consent of the will. The want of it in the family will bring gray hairs and sorrow, confusion and shame, in the schoolroom it will create a dogged resistance to rule, and cultivate hatred, malice, and deceit, and will, in time, most surely overthrow the teacher's authority; and, more than all, cultivates in the heart a spirit of rebellion, and leaves the man with a fund of knowledge to be used as an engine of mischief.

It is hard, very hard, to obtain the consent of the child's will against the demands of his keen appetites, but, for a time, comparatively easy to compel him to yield. There are a thousand ways of securing apparent outward obedience, mere submission; and with this many are satisfied. He who labors for wages seeks nothing more. Many of our cotemporaries secure order, as it were, in perfection, and exhibit as thorough drill as is seen in a standing army, while there is, at the same time, as little moral growth in the heart of the pupil as in the heart of the soldier of the camp. The cold, haughty look, the face of steel, the iron arm, the scathing, biting, bitter sentence, cause pupils to crouch and cower like timid girls in a thunder storm, and by forbidding, frigid, overbearing manners, through awe, drive out every ray of natural affection, and noble, independent manliness. Such are usually led merely by ambitious motives, and, supposing the public generally look at educational interests through the blind eye, regard themselves as undiscovered in the shallowness of their labors. They labor to win, regard themselves as Alexanders, believe they

possess the only recipe to ensure success in pedagogy, which, however, they do not mean to reveal until the day of their death.

In such schools, time shows that while there is exhibited the farce of beauty, yet within there is growing a stubborn heart, full of hatred and deceit; and that, although its impulses are covered, they are not dead, and will, in time, like covered fires or sleeping volcanoes, break forth into vigorous action.

The history of our higher institutions shows conclusively that their government has failed to reach the will and win the heart. The smothered, ungoverned spirit breaks forth in fiendish, wolfish midnight powwows, plays tricks upon dignitaries in a thousand ways, acts like a wild drunken spirit, and shelters itself through secret combinations. The old style of institutions, where government is a mere iron fisted tyrant, without heart or soul, and where moral instruction and prayer are dealt out by machinery, are not worshiped as formerly, and unless they wake up with the waking world they may sleep till the world sleeps again.

We are likely to be cheated out of every thing that is dear to us, and be ourselves eaten up by educated villainy. Skillful, selfish, greedy men scramble and struggle for every high place and good thing that comes under their view, as reckless of justice as greedy, filthy harpies, or hungry, ruthless bears. These wars and these floods of passion make men think, and sober thought tells men not to pay so dear for so poor a thing. Reflection tells the world that science, a white head, and a black heart make an old villain. Knowledge is as much an engine of good or evil as the sword. If the sword be in the hand of justice, and knowledge in the hand of wisdom, peace will be like a river and prosperity like a flood. But, that wisdom be the handmaid of knowledge, they must be cultivated together, and grow as twin sisters, and be cherished by the same tender hand. Knowledge is a much more hardy plant than wisdom. Knowledge springs from every action; wisdom from a part and folly from a part. Wisdom grows only in its own peculiar soil, and can no more be cultivated in youth without real government than wild animals can be tamed without first caging them; there is no real government that does not reach the will. Governments that secure not the hearts of the people, crumble; the king that is not beloved must be guarded by a band of armed men. It is ill-will that drives princes from their thrones, throws crowns to the dust, overturns kingdoms, and throws the world into tumult and anarchy. It has at last become a motto of the free that the government must obtain the consent of the governed.

But what a task we thus throw upon the educator. He must forget himself in the love of humanity, must sacrifice present ease and comfort for the future welfare of others, he must secure over the pupil a greater

influence than is exercised by the pupil's own passions and appetites. None but those who have had experience in the government of children can comprehend their countless inventions to secure the end of their desires, and to avoid mental and physical labor. Every manner of deceit is practiced to show the appearance of study, and every possible device is employed to make their lives miserable. They will communicate when they acknowledge it gives them no pleasure, laugh without reason, make disagreeable noises with their feet, hands, papers, and books, and at the same time confess it gives no pleasure, and would really cost nothing on their part to avoid it. Many children watch the teacher for hours, days, and terms, make their lips move as if studying, slyly steal recitations from books, and generally spend their school days with just as little labor as will possibly pass, while their only real study is spent in discovering means to avoid study. Now, if we mistake not, the mass of teachers labor to check these evil ways, and never really remove them. And so with parents at home; they quarrel with the same little faults for months and years, and quarrel still, because they do not labor to eradieate, but merely to hold in check; and all on the principle that it is easier for one day, or for the present, to check than to cure. The school that is merely held in check by the presence of the teacher is not governed. The teacher must at first control, and his presence secure right action, but his labor must soon bring it from another source; it must be brought from within the pupil, else, in point of morality and real manliness, the teacher sends the pupil into the world worse than he finds him. Communications, disagreeable noises, lying, and ill manners of all kinds may be almost, if not completely educated from a schoolroom, but they can never be driven out; and let every teacher know, once for all, that if by his own force he merely drives evil back, and forces submission, he is like one who dams a river which will continue to rise till it finally breaks forth, and all its accumulated force will spread terror and destruction.

We cannot govern or guide a machine whose action we do not understand; no more can teachers govern children without comprehending their natures. In the infant the will and appetites very soon appear in their full strength; and, indeed, nearly if not all animal passions, but they are entirely without the guide of reason, and many long years must roll around before this distinguishing and most noble element of man's nature appears in full strength. Its dawn may be early, but its growth is exceedingly slow. Many appeal to children as if they really stand in the light of reason, and wonder that they do not act more for future good, but let not mothers or teachers lose their patience and their own reason by endeavoring to guide children by what they do not possess. The reason

of parents and teachers must guide youth until their own is sufficiently developed to be employed. From the very first dawn of reason it should be appealed to, but not fully trusted; and as it develops in the youthful mind it should be more and more exercised, while the restraint of the governor should be less and less exerted. As the nurse of the infant body teaches the act of walking, so should the nurse of the mind and soul instruct in the duty of self-reliance, self-guidance, and in general self government. None but the good should be employed in teaching, none but the humane, lovers of humanity, the purely unselfish, the truly enlightened and intelligent. The humane soul is fitted for much good or much evil, much joy or sorrow. The soul is of too much value to be spoiled by the passionate, the selfish, ond the ignorant. If the world could see itself and its own interest without thought of cost or labor, all lands would be searched for the governors and instructors of youth, The teacher of youth holds in his hands immortal jewels, and the loss of one is an infinite loss, while the gain of one is an infinite gain; he holds in his hands the peace of the family and fireside, the welfare of society, the strength of states, the elevation of nations, and the perpetuity of freedom and good will among men, and, more than all, the destiny of souls in eternity.

After the teacher has mastered himself and science, and performed his duty in the government of youth, we demand still another most disagreeable task; the teacher may, indeed, look upon all other parts of his labor with joy. We refer to our connection with parents, guardians, and property-holders, and the necessity of pleasing all, inasmuch as they are the rulers and supporters of schools. It would truly be an easier task to please all, did all know with what they would be pleased. Few men claim to be judges of horses, few of watches, few indeed of law, but all that possess the human form claim to be judges of schools. All have been there, have seen them, many have taught, so that all, without distinction, men, women, and children, consider themselves bound to pass judgment. So are all judges of the merits of books. The little boy that cannot define addition, or name a relative pronoun, feels himself a competent judge, thinks Adams' arithmetic better than Davies', and that Smith's is the best grammar, because he can understand it. The teacher's opinion is of no account, (which, however, is too often true). Three Irishmen, late from Erin, discovered a red squirrel, and being much delighted with his sprightliness, gave their opinions of his name. One was sure it was a humming-bird, another thought it was a wild turkey, while the last, still more sure, said he believed it was an alligator. So people, as poorly qualified to judge of schools, as readily pass judgment. The poorest school generally has its full number of supporters, and often the best its full amount of opposition. Real merit weighs nothing, and very few teachers can ever

feel what men most desire—a permanent home. The enemy will find him and root him out. It is usually pleasant to follow fixed principle and established law; but there is no law, no steady purpose, no sense of justice, no common sense to whim, and whim is the fitful wind that wafts the teacher's barque. The fashionable lady must have her daughter study music and drawing. The wealthy lady will not have her daughter attend the district school with so many poor and vulgar children. This fine old gentleman wishes his boy to study Latin, surveying, and navigation; says he is quite forward for one of his age; don't want him to mingle with other boys; fears he will learn bad habits. Fearful lady must have her children change seats for certain good private reasons. The economical man that spends from ten to two hundred dollars annually to gratify miserable appetites, will not buy any more books for his children, to suit the whimsical teachers. The tender mother will not have her child's ears pulled. Philosopher declares that corporal punishment is entirely unnecessary, and a teacher that will whip is not fit to teach, for he himself has taught and tried it, so the argument is unanswerable. The resolute man sends word that he wants his boy whipped. The brave man says the teacher will never strike his boy but once. And so whims are multiplied, and one might as well expect to make a tight shoe fit easy on a gouty foot, or cook always to suit a crazy, whimsical dyspeptic, as to please all the patrons of a school. These troubles come heavy upon the beginner, but in him who shows himself qualified for the station, most people confide, and his path is comparatively unobstructed.

These are perplexities, they are minor troubles which follow teachers as flies follow horses; but the great enemy of schools is the money-God. In man there dwells a principle which, if it rules, renders him as mean as a brute. The strongest dog will seize the bone. Governments are said to be a public benefit, and therefore must be a public expense, and be supported by each individual, according to the amount of property preserved and defended. Yet the great class of men who are ruled by selfishness, like the miserable swine that feels perfectly satisfied if he himself sleeps warm, use every means to secrete their property from taxation, will descend to all sorts of deception—even to a false oath—that they may compel their more honest neighbor to pay for the benefits which they themselves receive, and by which they are defended. Public schools are no less a public benefit than governments, and have an equal right to public support, yet the school seems to present a greater opportunity for war. The power and wealth of a land lie primarily in its number of honest, industrious, intelligent citizens. We need but a few pages of history and and an eye that can penetrate benighted countries for proof. The present site of the city of New-York was purchased of savages for about fourteen

dollars. Although William Penn paid the full value of Pennsylvania, yet still he did not pay a thousandth part of its present value. In central Africa land has really no sale value; ivory lies decaying upon the ground, or is used for a homely fence; coal, iron, silver, and gold excite not greedy acquisitiveness; a brass button sells higher than a sovereign, and a negro slave is exchanged for two pair of heavy boots. It is hardly necessary to multiply words to show that from the principles referred to, sprung all our success, our wealth, and our honor, and that these principles, which are honesty, industry, and intelligence, are the fruits of education, and education the offspring of schools. That wealth lies in intelligence is well known. Merchants know it, speculators know it, land holders know it, the rich everywhere know it. The father of one child knows it, and the father of ten, and the mourning, childless know it. Why do not merchants locate among savages? A few do, but merely to buy their gold for the worth of brass, and their furs for cotton. Why are there not bankers among the Creeks? Why are they not located in the villages of the Sioux? Why doos not the wealthy opponent of the public school give his daughter in marriage to a Winnebago? Ah! well do all know the worth of intelligence, the power of knowledge, and the beauty and glory of wisdom. It is educated manhood that wakes up the sleeping soil, covers the earth with good, that gathers in the golden harvest, that clothes the naked, that feeds the hungry. It is the cultivated mind that applies the strength of the ox and the fleetness of the horse; that bridles the river, that turns to use the flying winds, that makes the lightning its swift messenger, that makes beautiful palaces of dull clay, that rouses the dead ore to active life, that covers the sea with ships and the land with mighty engines of wealth. It is the developed intellect that flies through the upper air, that mingles with the stars, that follows the moon in her course, that overtakes the constellations in their orbits, that weighs the sun, that measures the distance to the polar star. It is the enlightened soul that worships God. Then is it unjust to ask the rich of their abundance to give, and the poor to cast in their mite.

Yet, there is misery in the land, nakedness and hunger, wild passion, evil habits, ignorance, covetousness, greediness, theft, and murder. Yet there are resources undeveloped, mines undiscovered, beauty and greatness unknown. Yet is an ocean of labor before us. Much is done for the building up of knowledge, and much wealth willingly dedicated, though a majority of man's strength is yet wasted, and his wealth misapplied. Could we turn the rivers of waste into the treasury of schools we should see prosperity yet unknown. Had we but the wealth that is devoted to the filthy weed and the poisonous liquor, the means and instruments of

knowledge would be abundant. Thus does the labor of the teacher accumulate, the importance of his position increase, and, through success, the honor of his calling become magnified.

CONSCIENCE.

When, along with his children, clothed in the skins of wild beasts, distraught, wan, in the midst of tempests, Cain fled from before Jehovah, as night was falling, the gloomy man came to the foot of a mountain in a great plain; his weary wife and his panting children said to him, "Let us lie down on the ground and sleep." Cain, not sleeping, sat thinking at the foot of the mountain. Raising his head, he saw in the depths of the funeral heavens an eye, wide open in the darkness, gazing fixedly on him through the night. "I am too near," he said, trembling. He awakened his sleeping children, his weary wife, and renewed his woeful journey, going thirty days and thirty nights, silent, pale, furtive—startled at every sound, not looking behind him, without truce, without rest, till he reached the shore of the sea. "Let us rest here," he said, "for it is a sure asylum; we have reached the bounds of the world." And as he sits down, he sees the eye in the same place in the lurid horizon. And black horror seizes him, and he cries, "Hide me!" and Jabel, the father of those who live under tents in the desert, drew a tent about him; and when he sat encompassed by its dark folds, little Tsilla, his son's child, fair as the morning, asks, "You no longer see anything?" And Cain answers, "I still see the eye." And Tubal built about him a wall of brass; but that eye still gazed upon him. Then Tubal Cain and his brothers built a great city, with walls as thick as mountains, and wrote upon the gate, "God shall not enter;" and they placed Cain in a great tower of stone within, and there the eye looked steadfastly on the dreary, haggard man. Then he said, "Let me dwell under the ground, in the loneliness of the grave, where none shall see, where I shall see nothing more." And they made him a cave under ground; and Cain said, "It is good." Then he went down into it; and when he was seated there in the dark, and they had closed it up with a great stone, the eye was in the tomb and looked on Cain.—*Victor Hugo.*

TEACHERS' INSTITUTES.

On account of the importance of Institutes as one of the agencies calculated to elevate the standard of qualifications, and give direction and efficiency to the efforts of teachers, and because of the interest felt by our people in the first regular series ever held in our State, we give this month the full proceedings of a portion of them, and shall conclude the account in our next issue.—Ed. Journal.

ELKHORN.

The Institute at this place was to organize on Monday evening, Oct. 3, but so many teachers were in attendance that a session was held during the afternoon, and general remarks were made by Prof. J. G. McMynn, of Racine, Prof. John Ogden, of Ohio, and Prof. F. A. Allen, of Pennsylvania.

On Monday evening, Chancellor Barnard addressed the Institute and citizens, at the Union Church, upon "Public Education." On Tuesday morning the Institute was formally opened, and the exercises proper began. The daily exercises, held at the Court-House, were conducted by Profs. Allen and Ogden, and were of a nature to be peculiarly interesting to teachers. The evenings were devoted to educational addresses by Messrs. Craig, Editor of the Wisconsin Journal of Education, Allen, and Ogden. On Wednesday evening the ladies of the Institute presented Messrs. Allen and Ogden each a set of silver forks, accompanied by the following address by Miss Bradford, of Delavan:—

"*Profs. Allen and Ogden:*—In the name and behalf of the ladies who have been under your instruction the present week, I tender you our heartfelt thanks for your sympathy with us in the noble calling of teaching; we thank you for the many suggestions given, not only in regard to our intellectual progress, but also the higher development of our spiritual nature. As you go from us to another field of labor, we would assure you of our sincere desire for your success, and in their name I present you with these memorials as a slight token of our appreciation of your kindness, and also to show our remembrance of those whom you have left behind. Accept them with the kind regards of the givers, and let us ever be remembered by you."

The following responses, substantially, were made by the Gentlemen:

Mr. Allen said that he had been through many such scenes, and still a scene like that, in all its aspects, was very unusual. It was not common to see so much friendliness and good feeling as had been manifested by the teachers here throughout the session. They had shown this genuine kindliness in many ways, not only to him and his friend Mr. Ogden, but to each other. "And now," said he, "this last evening of our meeting is one long to be remembered.

"For myself, ladies, your present acquires a double value, in that you show your regard, not only for me, but for the 'dear ones at home,' to whom my heart constantly turns back with a tender longing. It is very grateful to me to be so remembered, with them. What can I say, beloved friends, except that, heartily and sincerely, I thank you." Mr. Allen went on to speak of the many discouragements which must be met by teachers—that their reward was not always in this world, but in that higher and better existence to which we aspire, and that, although he should probably never meet them all again upon earth, he hoped in a better world to enjoy with them that endless communion of love, of which all these acts of kindness gave us a foretaste. "Go on, teachers," said he, "in your noble work; do not let the trials and vexations you will most certainly meet, lead you to 'be weary in well doing.' Praying that the blessing of God may go with you, I would say again, for all your kindness to me, and particularly for this last token of your friendship, I thank you."

Mr. Ogden said that this was all too sudden and unexpected—that the thoughts and feelings rushing upon him would not allow him to say much. "Let me confess," said he, "that I am oppressed with a feeling of deep humility. What have I done that you should so load me with kindness? I feel that my poor labors do not deserve it. But, in making me humble, you fill me with courage and strength to pursue the noble calling in which we are all engaged. Your kindness will never be forgotten; I will inscribe upon your shining gift 'Teachers of Wisconsin in Walworth County,' as a memento of the hours you have made so pleasant to me.

"My brother, Mr. Allen, spoke of the better world beyond this. Yes, I expect to meet you there, and not only to meet you, but that we shall know each other as friends. We shall be very happy there, but I believe that even then I shall look back to this evening and call it, as I now do, one of the brightest spots in my existence. Again, and again, I thank you."

The Institute closed on Friday evening with a "Sociable" at Remer's Hall, when all enjoyed a general good time.

A County Teachers' Association was organized, which will be of great value to teachers, and the cause of education generally.

During the session the following resolutions were adopted.

Resolved, That we congratulate the teachers of this State in having so great and good a man as Chancellor Barnard to execute the will of our Normal School Board—and we earnestly desire to see him continued in his present position, and furnished with ample means to carry out his noble designs.

Resolved, That this body of teachers are determined to carry into practice the excellent suggestions received during the session of this institute; that our public schools, and, through them, our community, may fully realize the benefits designed in these instructions, and that we return our heartfelt thanks to Profs. Allen and Ogden

for the uniform kindness and gentlemanly manner in which they have borne with our errors, answered our questions, enlightened our understandings, and improved our hearts.

Resolved, That we, as teachers, regard propriety of dress in the school-room of much importance, and that we should see to it that, in point of neatness and adaptation to business, our dress be such as we would willingly see reproduced by those close imitators, our pupils.

Resolved, That the teachers of each township should assemble every other Saturday for the purpose of reviewing their labors of the past week, comparing methods, and thus more fully preparing themselves for the duties that succeed.

Resolved, The compensation of male and female teachers should be equal, where equal services have been rendered.

Resolved, That we recognize the excellence of Town instead of School District Libraries, as recommended by our present State Superintendent, and would rejoice to see it adopted.

Resolved, That we consider the frequent change of teachers a great detriment to the success of our country schools, and that we urge upon all interested the propriety of employing teachers by the year.

Resolved, That the Committee of Arrangements, for their energy in preparing accommodations for us, and their courteous attentions to us during our stay here, receive our warmest thanks.

Resolved, That to the citizens of Elkhorn, for the kindly manner in which they have thrown wide the doors of their homes and hearts, and particularly to the ladies, who, sacrificing their earnest desire to participate in the pleasure and profit of these exercises, have self-denyingly remained at home to provide for the demands of our bodily wants; to the Trustees of Union Church for their practice of the precept, "Condescend to men of low estate," and to Sheriff Stone for the use of the Court Room, we tender our warmest thanks and deepest gratitude.

SHEBOYGAN.

Agreeable to the circular of the Hon. Henry Barnard, Chancellor of the Wisconsin State University, a large audience was in attendance at the Congregational Church in this city, on Monday evening, including a number of teachers, expecting to hear from him an address on the subject of "Public Instruction."

Rev. J. B. Pradt was called to the chair, and J. C. Mead, Esq., appointed Secretary.

Mr. Pradt, on taking the chair, stated that Mr. Barnard would not be present to deliver his address, and introduced to the audience Prof. C. H. Allen, of the Westchester, (Penn.) Normal School, who delivered an able and instructive address upon the benefits to be derived by the organization of Teachers' Institutes, the responsibilities and duties devolving upon teachers, both in the moral and physical training of the young, closing with an earnest appeal to teachers to be more interested in the faithful

discharge of the duties of their vocation, remembering that upon them depends the character and usefulness of the future men and women of our country.

Remarks were then made by Messrs. Pradt, Brown, Graves, Ellis, Potter, and Williams, upon the subject of Institutes, neglect of parents to take an interest in our schools—of the apathy existing in the public mind as regards the education of the "abundant crop of children now growing up in our midst," making the vocation of the Common School teacher one of greater honor, influence, and permanence, by increasing its pecuniary reward, and requiring better qualifications.

On motion, Messrs. Pradt, Graves, Williams, Allen, and Drury were appointed a committee to prepare a series of resolutions and questions for discussion on Tuesday evening.

On Tuesday, A. M., the Institute convened in the Union School House. During the day, exercises were conducted in the several branches of study pursued in Common Schools, by Prof. C. H. Allen, assisted by other persons, and frequent discussions were held on the subjects involved, and on the matters of school organization and government.

On Tuesday evening the Institute, together with a large number of our citizens, convened, when H. N. Ross, Esq., was called to the chair, and the committee reported the following preamble and resolutions for discussion:—

WHEREAS, An effectual supervision of our public schools is desirable and necessary, therefore,

Resolved, That we recommend the establishment of the of County Superintendent.

Resolved, That the State Superintendent should be elected by a convention of County Superintendents.

Resolved, That the interests of our schools would be better promoted by the establishment of the Township or Union District system, and Central High Schools.

Resolved, That the profession of teaching should be elevated and made more permanent.

Resolved, That the work of teaching should be committed principally to the hands of females.

The first of these resolutions being taken up, elicited a warm discussion, but was carried almost unanimously.

On Wednesday morning of the exercises were opened by prayer by Rev. C. W. Camp. A large delegation was present from Manitowoc County, and the whole number of teachers and persons designing to teach in attendance this day was upwards of fifty.

The exercises were continued as on the preceding day, the teachers partaking freely in the discussions, and contributing the results of their experience.

A Board of Critics was appointed, on motion, to report such grammatical errors as might be observed in the language of the members of the Institute.

On Wednesday eve, the Institute, with a large and intelligent audience of citizens, convened at the Congregational Church, Dr. J. J. Brown in the chair, and listened to an eloquent address from Jared Thompson, A. B., of Manitowoc, on "Human Progress."

The following resolution was then called up for discussion:—

Resolved, That the State Superintendent should be oppointed by a convention of County Superintendents.

Mr. Pradt supported the affirmative, after which the discussion was postponed.

The President then introduced to the audience Prof. Daniels, (of Waukesha College,) the State Geologist, who delivered a highly interesting and instructive address upon the "Physical Structure of the Earth;" pointing out very clearly how the school teacher may impart to children many important facts in regard to the subject, and arguing the utility of the exercise as a means of improving the mind, and elevating the religious nature of the pupil.

On motion, the thanks of the audience were presented to the the speakers, and the meeting adjourned.

More than sixty teachers and persons designing to teach are in attendance upon the Institute, and we observed also several school officers.

The exercises on Thursday were conducted upon the same general plan as those of the preceding days, the interest manifestly increasing as the exercises proceed.

Thursday evening the Institute and public listened to an entertaining but saddening account of the people and schools in that region known as "Egypt" (in Illinois) from C. B. Rogers, of Beloit; who also congratulated the audience upon the great contrast in their poor, exhibited in the condition of things found in our State.

The exercises of Friday A. M. were similar in their character to those of previous days. The subjects treated upon were, Penmanship, and the best method of teaching it in our public schools, in the discussion of which much of interest and profit was elicited; Written Arithmetic, and the manner in which it should be presented to classes, and a discussion upon the principles of school organization and government.

In the afternoon the subject of the benefits of Music in schools was discussed; it was suggested that a teacher of vocal music might be employed to assist different schools in succession, and that the time may come when the ability to teach this art will be considered of great importance, if not indispensible.

"Topical recitation" was next dwelt upon; when it was argued that pupils, according to their capacity, should be taught to express themselves in their own language, and not allowed to confine their recitations to a parrot-like repetition of answers found in the text-book. This was illustrated in various ways.

At this stage it was announced that Dr. Barnard had arrived in town, when a "rainbow of smiles" arched the schoolroom. Dr. Barnard being soon after introduced, lost little time in falling to work; first by seeking important statistical information from the teachers in attendance, and then by drawing forth from them a statement of the various difficulties encountered in the discharge of their duties.

Mr. Craig, editor of the Wisconsin Journal of Education, ably addressed the Institute upon the subject of the consolidation of the school districts of a town under one general board. After this a lively discussion arose upon the matter of religious instruction in schools. Remarks were made by Messrs. Camp, Craig, Carey, Graves, and Ellis. All agreed that some instruction should be given, but the speakers were more happy in stating the difficulties of the subject than in solving them.

The crowning part of the exercises of the Institute was the address of Dr. Barnard. This was based in part upon the statement of the difficulties of teachers, elicited from them in the afternoon, such as want of uniformity of text-books, irregularity of attendance, the want of graded schools, the mixture of the German element in our population, etc. His remarks fully sustained his reputation as an educator of wide experience and comprehensive views.

The following resolutions were presented and severally adopted by the Institute:—

By Mr. O. R. Bacon,

Resolved, That we, the members of the Teachers' Institute, tender to the citizens of Sheboygan our sincere thanks for the kindness with which we have been received and entertained during the session, and we desire to assure them that this kindness will be long remembered, and that we shall ever recur to our visit here as a bright spot upon the page of life.

By Mr. Jared Thompson,

Resolved, That, as workers in the great cause of education, we feel under lasting obligations to the Hon. Henry Barnard for having furnished us with this means of improvement, and that we sincerely hope that these efforts to elevate the common schools may be continued and crowned with abundant success.

By Mr. A. N. Ladd,

Resolved, That the instructions given to us by Prof. Allen cannot fail to make us better teachers, and as he goes from us he bears with him our warmest wishes for his welfare and prosperity.

By Mr. Bacon,

Resolved, That our thanks are especially due to the Rev. J. B. Pradt for the completeness of the arrangements which have contributed so much to the pleasure as well as the profit of the members of the Institute.

By Mr. C. S. Canright,

Resolved, That we, the members of the Institute, extend to the Trustees and Society of the Congregational Chuch our warmest thanks for the use of their Church for the public exercises of the session.

The Institute then adjourned with the general feeling that the session had been a profitable one to the teachers in attendance, and that its results would be manifest in the improvement of our schools. It was, however, a matter of regret that there were no more male teachers in attendance from this county. The female teachers certainly evinced the most enterprise in the matter, as they do in all good works.

WAUPUN.

Upwards of one hundred teachers were in attendance at the Institute held in this village last week, and we are assured by those who have attended many other Institutes, that in none had they observed so much and so general talent and intelligence.

Monday's proceedings were opened by H. P. Brown, who called the Institute to order, and made a few introductory remarks. H. P. Brown was elected Secretary for the session, and after an address by Mr. Allen upon the nature and character of a Teachers' Institute and the position and influence of teachers, and remarks by Messrs. Brown and Harvey, the Institute was declared adjourned till 7½ oclock in the evening. The evening session was opened by singing and prayer. Dr. Barnard, Chancellor of the State University, and agent of the Board of Normal School Regents, then delivered an exceedingly practical address to a large and attentive audience. The lecture was full of suggestions—instructive to teachers as well as to parents, and the impression made upon the minds of the audience are not easily to be effaced.

Tuesday.—Opened by reading Scriptures, and prayer. Dr. Barnard made a short address, and, as his presence was necessary at the Institute in session at Appleton, left the association in the hands of Profs. Allen and Ogden. Prof. Allen then conducted a very instructive exercise in Mental Arithmetic, and gave a very interesting lecture on notation. The following subjects were introduced and ably treated during the day: Grammar, by Prof. Allen; Science of Education and Art of Teaching by Charts, by Prof. Ogden; Reading, by Prof. Allen; Geography and Topography, by Prof. Ogden; Composition, by Prof. Allen; Orthography, by Prof. Ogden. In the evening a highly interesting lecture was delivered by Prof. Allen.

Wednesday.—Besides exercises in Arithmetic, Geography, etc., conducted by Profs. Allen and Ogden, the following were introduced: Calisthenics, by Mr. Pickett; Duties of the School-Room, by Prof. Ogden. A recess was taken in the afternoon, and the members visited the State Prison. A committee to take into consideration the matter of organizing a permanent Teachers' Association for the counties of Dodge, Fond du Lac, and Green Lake, was appointed as, follows: Messrs. Pickett, Willard, and Purmoit, and Misses Hall and Bissell. Messrs. Harvey, Willard, Fry, Miss C. Merrill, and Mrs. Pickett were appointed a committee on resolutions. Prof. Ogden delivered a very instructive lecture in the evening.

Thursday.—Same subjects as previous days, with the addition of the following: Teaching, by Prof. Ogden; Concert Recitations and Object Lessons, by Prof. Allen. In the evening Rev. Mr. Delaney, and Mr. Craig lectured with good effect.

Friday.—Same subjects continued with the addition of Punctuation. In the evening Mr. Gray delivered an excellent address. Miss Collier, of Horicon, rendered extracts from Hiawatha in a very happy and artistic manner, and Mr. Gray read Tam O'Shanter in excellent style.

The Committee on Resolutions reported the following, which were unanimously adopted:

Resolved, That the members of the Dodge, Fond du Lac, and Green Lake Teachers' Institute tender their sincere thanks to Profs. Ogden and Allen for their faithful and untiring labors for our instruction.

Resolved, That we tender our thanks to the citizens of Waupun for the generous manner in which they have entertained us during the Session of this Institute.

Resolved, That we tender our thanks to the choir for their kindness in furnishing us with appropriate music during the session.

Resolved, That we tender thanks to the Warden and officers of the State Prison for the courtesy shown us while visiting the Institution.

Resolved, That we tender our thanks to the Milwaukee & Horicon and Chicago and Northwestern Railroad Companies for their liberal reduction of fare to the teachers attending this Institute.

Resolved, That it is the duty and for the interest of teachers to read some regular periodical on education, attend Teachers' Institutes, visit good schools, and make use of other means of improvement.

Resolved, That we return thanks to the Baptist society for the use of their church during this session.

APPLETON.

The Association was called to order on Monday, October 10, at 7½ P. M., and on motion of Prof. Mason, Prof. Powers was appointed chairman for the evening. The exercises of the evening were opened with prayer by Rev. Mr. Doe.

On motion of Prof. Mason, J. F. Fuller was appointed Secretary of the Institute.

The chairman then introduced to the audience Mr. A. J. Craig, of Palmyra, resident editor of the Journal of Education. Mr. Craig selected as his theme, "Our Common School System." At the outset he compared in general terms, our system with similar systems in in Europe, and in the older settled portions of our own country. He regarded the common school not only as a place for intellectual training, but also as a place for moral, social, and political training. He concluded his address by reviewing, critically, the common school system of Wisconsin, and by sug-

gesting and recommending such improvements as shall be effectual in establishing a more efficient system of education.

The chairman then introduced Mr. C. H. Allen, of Chester County Normal School, Pennsylvania, as director of the Institute. Mr. Allen gave, in a few words, as the design of the Institute, the improvement of common school teachers, and the exciting of a more lively interest in the masses in behalf of common school education, and cordially invited all interested in the cause of education to engage in the exercises of the week.

At the suggestion of Mr. Allen, Prof. Powers appointed Messrs. Loomis, Davies, and Seaman as a committee to select a question for public debate.

On motion of Prof. Mason, the meeting adjourned till eight o'clock Tuesday morning.

On Tuesday morning the members of the Institute met at eight o'clock and organized. Immediately after organization, subjects and questions for consideration were presented. After recess was an interesting discussion on several aritmetical topics suggested by members of the Institute.

Met at 2 o'clock P. M., and listened to an address by Mr. Gaylord, of Oshkosh, on "School Government." He regarded it as really and essentially a primary matter with the teacher, but ostensibly a secondary matter. If entered upon with proper motives, one will succeed in it; but in the teacher should be combined good physical constitution and regular habits; these, with a proper arrangement of classes and classification of studies, will contribute largely to secure the desired end.

At 3 o'clock P. M. a class in Grammar discussed several points of difference suggested by members of the Institute.

At 4 o'clock P. M. the subject of Geography was treated of by Profs. Powers and Pomeroy.

Met at 7 o'clock P. M. Anson Ballard, Esq., on motion of Prof. Powers, was appointed chairman of the evening. The exercises for the evening were opened with prayer by Mr. Craig. The chairman then introduced Prof. Mason, who addressed the members of the Institute on the subject of School Government, or the use and abuse of authority by the teacher. 1st Point, general principles on which the right of all government is based. 2d point, uses; 1st, the legitimate use of such authority has for its object order; order of prime necessity; not the mechanical order of mere routine, but the order of a free, well disciplined mind; 2d, the proper use of such authority contemplates the attainment of thorough intellectual and moral training. 3d point, abuses; 1st, arbitrary despotism, thus degrading the mind, naturally free, toward slavery; 2d, indulgence of anger, hasty language, severe correction of minor faults; 3d, inconsiderate and needless indulgence on the part of the teacher, producing in the pupil carelessness, inattention, and utter disrespect for all authority.

The address was succeed by the reading of an essay by Mr. Davies on the subject of "Teachers' Institutes." He spoke first of the necessity

of them; second, the method of conducting them; third, of the benefits accruing.

After the reading of the essay there was a discussion on subjects suggested by the address and essay.

Met Wednesday at 9 A. M., and, after singing, the roll was called and responded to with sentiments from a large majority of the members.

On motion of Mr. Chapman, Messrs J. F. Fuller, B. F. Miller, and Miss E. Priestly were appointed critics for the day.

After which was a recitation in Mental Arithmetic, followed by one in Written Arithmetic.

After a recess of fifteen minutes there was a discussion on the order of exercises in common schools. This discussion was followed the appointment of a Committee of Introduction, consisting of Messrs. Davies and Case, and Misses Walker and Webb, whose duty it was to introduce each member of the Institute to every other member.

Met at half past one P. M. and engaged in a discussion on Grammar.

At 3 o'clock P. M., after a recess of fifteen minutes, the members of the Institute were entertained with a short address on the subject of teaching Geography, by Mr. Allen.

This was followed by a discussion on the subject of Spelling Schools.

At 4 o'clock P. M. there was a discussion on the subject of the right of a teacher to dispute the authority of text-books.

After this, the reading of a critique, by Miss Priestly, was listened to.

Prior to the reading of the critique, Mr. Owen, and Misses Webb and Elston were appointed critics for Thursday.

Met at half past seven o'clock, P. M. On motion of Prof. Mason, J. M. Phinney, Esq., was appointed chairman for the evening. The exercises were opened with prayer by Prof. Mason.

The chairman then introduced Dr. Barnard, Chancellor of the State University at Madison. He announced as his theme, "Public Instruction." In the course of his address he treated at length of the following subjects, as subdivisions: the duty of State in this matter; influence of Teachers' Institutes, Associations, etc., upon the public, directly; what is expected and demanded of the public in regard to our public schools; that the standard of public schools should not, in any respect, fall below that of select or private schools; the location and construction of school houses; the relation of schools to each other, that is, of primary to high, and high schools to colleges and universities; the want of system and systematic arrangement, first in studies, and second of public schools; on modern languages in our high schools; the teacher—teachers of the highest order rarely met with—must be communicative—this is a gift rather than an acquirement, a gift to be sought and cultivated—test of good teachers, to be seen in the general appeorance of the school and the attendance.

Met on Thursday at 9 o'clock A. M. The roll was called and responded to *sentimentally* as before.

Immediately after calling the roll there was an exercise in Mental Arithmetic. This exercise was followed by an exercise in Reading, conducted by Mr. E. B. Gray, of Whitewater. After a recess, a short address was given by Mr. Allen on teaching reading.

After this came an exercise in Spelling, concluding with a discussion on different methods of spelling.

Met at 1½ o'clock, P. M., and, after singing, entered upon an exercise in Grammar. At 3 o'clock, after an intermission of fifteen minutes, there was a discussion of topics in Written Arithmetic. At 4 o'clock there was a debate as regards the best method of teaching English Composition, after which critiques were read by Mr. Owen and Misses Webb and Elston. Messrs. Seaman and Austin and Miss Nash were appointed critics for the following day.

Met at 7½ o'clock, P. M. On motion of Prof. Mason, R. R. Bateman, Esq., was appointed chairman for the evening. The exercises were opened with prayer by Prof. Knox. After singing, the chairman introduced Prof. Powers, who announced as his theme, "Normal School Departments." He spoke, 1st, of the undeveloped state of Normal Instruction; 2d, of the Wisconsin system—its present want of development and completeness—its prospective excellence; 3d, of the Normal Departments as the most characteristic future of our system, and the opposition to them which exists among certain classes of those interested in education in our State; 4th, of the importance of these departments: 1, to the completeness and efficiency of our system of normal instruction; 2, to the public schools; 3, to the higher institutions of learning; 4, to the general educational interests of society.

After the address an essay was read by Mr. S. N. Griffith. Subject, Emulation. Emulation is of interest to the educator; it is a complex notion, emdracing several mental faculties; it is inseparable from the mind; how shall it be directed; tends to develop the mind; it must be under the direction of a skillful teacher.

Met on Friday at 9 o'clock, and, on motion of Prof. Mason and J. F. Fuller, adopted a series of resolutions, a copy of which will be found appended to this record.

After recess an essay was read by Miss Sanborn on Merit and Demerit.

This was followed by a short address by Mr. Allen on the responsibilities of teachers. The influence of an error in a teacher ceases not with himself. The remainder of the forenoon was occupied with remarks from Messrs. Seaman and Davies.

Met at 2 o'clock. The session was occupied with arithmetical exercises under the direction of Profs. Powers and Pomeroy.

At 4 o'clock the reading of critique was listened to, after which adjourned till 7½ o'clock P. M.

Met at 7½ o'clock. On motion of Prof. Mason, J. F. Johnston, Esq., was appointed chairman for the evening. The chairman introduced Prof. Pomeroy. Mr. P. announced as the subject of his address, "Elementary Ideas of Mathematics." 1, quantity, which embraces number, space, time, motion, force, abstract quantity, used by mathematicians: 2, objects of elementary instruction; 3, subjects of elementary instruction; 4, methods of elementary instruction. Under objects are, advantage in practical life, dicsipline of mental faculties. Under subjects are, arithmetic, geometry, mechanics. Under method is, number by concrete quantities, etc.; treated of space, force relation of quantities, best method of teaching in this department.

After the address, an essay was read by Mr. Miller; subject, Punishment.

Adjourned.

Preamble and Resolutions.

WHEREAS, The Messrs. Allen, Craig, and others, who, in connection with Dr. Barnard, are holding Teachers' Institutes in different parts of the State, are doing their work gratuitously; and whereas they are promoting, in a very important sense, the interests of public education, by calling attention to its claims, and in raising the standard of qualification among teachers, therefore,

Resolved, 1st, That in the judgment of the Teachers' Institute held at Appleton, it is the duty of the Board of Regents of Normal Schools of Wisconsin to make some suitable provision for compensating this corps of efficient co-laborers in a common cause, in the present instance, and to provide for the periodical revisiting of this or a similar corps of men to different parts of the State, in the future.

Resolved, 2d, That we cannot forbear an expression of our high appreciation of the services of Prof. C. H. Allen, in conducting the services of the Institute in this place.

Resolved, 3d, That the thanks of the Institute be cordially tendered the citizens of Appleton for their generous hospitality during the session.

Resolved, 4th, That the thanks of the Institute be tendered the Executive Board of Lawrence University for the use of the Chapel during the session.

Resolved, 5th, That we tender our sincere thanks to the members of the Faculty of Lawrence University for their kindness and aid during the session.

Resolved, 6th, That a copy of these resolutions be presented to the city papers for publication, and also to the leading journals of Madison and Milwaukee. Also to each of the gentlemen named in the preamble.

MINERAL POINT.

Pursuant to call, the Institute at the Court-House Monday evening, October 17, and was called to order by R. D. Pulford, City Superintendent, and Alex. Wilson was chosen Secretary.

An address on School Architecture and Graded Schools was delivered by Prof. Hovey. Other remarks were made by Messrs. Pickard, Pulford,

Nolan, and Cothren, after which the Institute adjourned until 9 o'clock the following morning.

After calling to order, and registering the names, the following committees were then appointed:—

On Criticism—Mary Boynton, Hettie Proseus, and Ellen Story.

On Reporting—T. S. Allen, G. Carter, and W. E. Clifford.

Exercises were then conducted, in Geography, by Mr. Warner; in Mental Arithmetic, by Prof. Hovey; in Language, by Prof. Pickard; and a ten minutes speech by Alex. Wilson.

At 2 o'clock Mr. Wilson conducted an exercise in Mental Arithmetic; after which there was a general discussion upon the best method of conducting recitations.

Mr. Rogers then conducted an exercise in Written Arithmetic, and the exercises concluded with a ten minutes speech from Prof. Nolan.

A 7 o'clock P. M. an address was delivered by Prof. Pickard in regard to the nature, influence, uses, and objects of Teachers' Institutes.

The following resolution was introduced by Judge Cothren as a proper subject for discussion:

WHEREAS, The State, by enacting a Free School law, and providing for the education of all her children, has recognized the great principle that it is the *duty* of the State to educate her children, therefore,

Resolved, That the State should complete her work by enacting a law enforcing the attendance of every sane child in the State, in some school, long enough to acquire a common school education.

A discussion was kept up until the close of the evening by Messrs. Cothren, Hovey, Gray, Nolan, Curtis, Commins, Pickard, Warren, Foster, Allen, and Wilson.

After the opening exercises on Wednesday morning, Mr. Warren conducted an exercise in Geography, and the school of Prof. Nolan was introduced. Mr. Pickard explained the rain gauges. A drill in language was conducted by Mr. Foster. Mr. Warren talked ten minutes upon "Things versus Words." Prof. Hovey continued with remarks on the same subject; and, after a discussion on general subjects, the morning exercises were concluded with a drill in language by Prof. Pickard.

After roll call and music, an invitation was extended to the Institute by Mr. Allen, in behalf of Mr. Bracken, to visit the Zinc Furnace and Copper Diggings, which was, on motion, accepted.

Messrs. Wilson and Rogers conducted exercises in mental arithmetic, and arithmetical combinations, and the latter closed with an exercise in practical arithmetic.

At 6 o'clock the members of the Institute in a body visited the Zinc Furnace, and expressed themselves much pleased with the visit and the attention shown them.

Prof. Nolan opened the exercises of the evening with an address on "Teachers' Responsibilities," after which the following resolution, presented by B. C. Rogers, was taken up and discussed:

WHEREAS, It is an observed fact that men regard most what costs the most, therefore,

Resolved, That all the school funds of the State ought to be distributed according to the aggregate attendance in each district, rather than, as at present, according to the aggregate number of youth between the prescribed ages residing in the district.

The discussion was maintained by Messrs. Rogers, Curtis, Pickard, Hovey, and others.

Mr. Gray offered the following resolution, which was laid over for discussion until an other evening:

Resolved, That female teachers should receive equal pay with male teachers, for the same services as well rendered.

It being suggested that the ladies take part in the discussion, Misses. Proseus and Story were appointed to furnish essays on the subject.

On Thursday morning, after opening the exercises, Mr. Hovey illustrated his method of teaching Physical Geography, with remarks upon natural divisions, winds, etc.

Miscellaneous exercises occupied a few minutes, and Mr. Foster gave instruction in reading and elocution.

At two o'clock, P. M. it was announced that a report of the various Institutes of the State would be prepared by Chancellor Barnard, copies of which would be furnished for twenty five cents, when many of the teachers subscribed for the same.

A drill in arithmetical combinations was conducted by B. C. Rogers; and spelling exercises by W. E. Clifford and Prof. Hovey.

The question of prizes was then generally discussed.

Printed programmes containing the order of school exercises were recommended to all teachers.

After a drill in written arithmetic, an invitation to visit the school houses of Messrs. Nolan and Wilson, was accepted.

On Friday Mr. Gray conducted an exercise in reading, and Mr. Warren in mathematics. Prof. Hovey then resumed his lecture on Winds and Currents, and explained the philosophy of the trade winds, the theory of storms, etc. After a discussion of the manner of conducting primary schools, Mr. Foster spoke on the subject of thoroughness in teaching, and closed by reading Bryant's poem, "The mosquito."

At 2 o'clock, P. M, Prof. Hovey lectured on Geographical Names; Prof. Pickard on the English Language, and Mr. Rogers on the Association of Ideas; Prof. Hovey resumed his remarks on Physical Geography, illustrating the cause and operation of the Tides and the Gulf Stream. The

essays of Misses Story and Proseus, on the subject of the wages of female teachers, were read.

The Institute epened with music at 7½ o'clock, after which Chancellor Barnard delivered an address replete with practical suggestions in regard to our system of schools, and showing the duty of the people in relation to them.

Judge Cothren addressed the teachers in behalf of the people of Mineral Point in a short but able address, after which Mr. Foster, from the committee on resolutions, reported the following, which were adopted:

solved, That in the Teachers' Institute we have a means of culture not found in any other source of equal extent, and that we shall long cherish the memory of the one now closing.

Resolved, That, as teachers, we will use our best endeavors to secure a larger attendance at the next meeting of our Institute.

Resolved, That we cordially approve the plan of Object Lesson so ably presented by Messrs. Hovey, Warren, and others, and that we will strive to prepare ourselves to make such lessons profitable to our schools.

Resolved. That we express our acknowledgements to Prof. C. E. Hovey for the efficient and praise-worthy manner in which he has conducted the exercises of this Institute, and our entire confidence in him as a man, and in his ability as a teacher and intellectual guide.

Resolved, That we recognize in the person of Chancellor Barnard an efficient leader in our great work, and that in his arduous labors we assure him of our hearty co-operation.

Resolved, That we tender our thanks to Judge M. M. Cothren for the interest he has manifested in our proceedings, and for his able closing address.

Resolved, That we tender our sincere thanks to the citizens of Mineral Point, whose generous hospitality we have enjoyed, for their uniform kindness to us throughout the entire session of this Institute, and for the interest they have exhibited in the exercises by their presence and attention.

Resolved, That a copy of the proceedings of the Institute be furnished for publication to the press of this city, and to the State Journal of Education,

Mr. Wilson offered a resolution returning the thanks of the Institute to Prof. Pickard for his valuable services, but which, at the special request of Mr. Pickard, was withdrawn, he claiming to be only a private in the ranks of the teachers.

The following items of interest were read to the institute: Number of members, 57; average age, 25½ years; number that have taught, 36; average time, 3½ years; average wages, $30 per month; number who design teaching for life, 29

Prof. Hovey thanked the Institute and the citizens of the place for their kindness and courtesy to him, after which the Institute anjourned *sine die.*

EAU CLAIRE.

The exercises of the Institute commenced at the Presbyterian Church, in the village of Eau Claire, on Monday evening, October 31. In the absence of Chancellor Barnard, Prof. C. H. Allen delivered a short address, explaining the objects of Teachers' Institutes, and showing the necessity of more thorough preparation on the part of teachers to fulfill the duties of their calling. Prof. Allen was followed by A. J. Craig, Esq., editor of the Wisconsin Journal of Education, in an address upon the subject "What should a system of Public Instruction effect, and what kind of a system is required?" which was replete with valuable suggestions as to reforming and perfecting our common school system, and was continued upon another evening.

The exercises of each day consisted in drilling the teachers present on the various branches taught in our schools, with an exposition of the different methods of teaching, and discussions, as to the best means of imparting instruction, and upon questions raised in relation to the regulation and government of schools. The evenings were chiefly devoted to discussions and lectures on the subject of education. During the session "The Chippewa Valley Teachers' Association" was organized, of which W. W. Allen was elected President, and Roderick Elwell, Secretary. The Institute closed on Friday evening, at which time the following resolutions were unanimously adopted:

Resolved, That we, teachers, citizens and friends of education, feeling deeply interested in the improvement of schools in our vicinity, tender our sincere thanks to Messrs. Allen and Craig for the zeal and ability with which they have conducted the exercises of this Institute, and the interest they have imparted to them; that the instructions we have received will ever be cherished by us, and will stimulate us to assist in elevating the standard of our public schools, and in discharging the duties which may devolve upon us as parents and teachers, with greater care and fidelity.

Resolved. That our time has been pleasantly and profitably spent during our stay here, and that we consider Teeachers' Institutes as among the best means for qualifying ourselves for our vocation, and for promoting the efficiency of our common school system.

Resolved, That it is the earnest desire of the teachers of the Chippewa Valley that the advantages of a Teachers' Institute may again be afforded them at an early day, and that they will return to participate in similar exercises with increased numbers, and with renewed zeal.

Resolved, That we consider the Journal of Education, the organ of the Department of Public Instruction, a valuable work, and one which should be sustained by all who purpose to follow teaching as a profession, or who are interested in the great and noble work of educating the young.

Resolved, That as the members of this Institute are in a very great degree indebted for the privileges we have enjoyed, to the efforts of our worthy friend and citizen, S. H. Peabody, we tender him our sincere thanks, and regard him as a true man and lover of education.

Resolved, That we hereby tender our thanks to the citizens of Eau Claire and vicinity for the generous hospitality with which we have been entertained during the session of the Institute.

BOARD OF NORMAL SCHOOL REGENTS.

MADISON, Nov. 22, 1859.

THE Board met, pursuant to a call signed by three members of the Board.

Minutes of the meeting of June 22 read and approved.

A draft of the Annual Report of the Board to the Governor was read, and adopted, and ordered to be considered as the Report of the Board, when completed.

The Report of the Committee on the Course of Study, which was made at the last meeting, was called up, and the course recommended was approved and adopted.

The Board then listened to the outlines of the plans of Dr. Barnard, Agent of the Board, for future operations, and this plan was approved, and was ordered to be attached to the Annual Report, when the Agent should have it written out.

Mr. Bean offered the following resolution, which was adopted:

Resolved, That the plan of operations for the Agency of this Board, presented by Dr. Barnard in his report of this date, be approved.

SILAS CHAPMAN, *Secretary*.

The following was the course of study adopted:

First Year—Higher Arithmetic, Algebra, Latham's English Language, or any similar standard work on the same subject, Plane and Solid Geometry, Drawing, Anglo Saxon Roots and Derivations, Chemistry, Theory and Practice of Teaching.

Second Year—Trigonometry and Surveying, Botany, Physiology, Natural Philosophy, Geology and Meteorology, Rhetoric, Physical Geography, Astronomy, Theory and Practice of Teaching.

Third Year—Constitutional History, Latin, French or German, Comparative Philology, Logic, Intellectual Philosophy, Analytical Geometry, Calculus, Descriptive Geometry, Drawing, Educational History.

Superintendent's Department

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the November Number.*)

POWERS AND DUTIES OF OFFICERS.

Q. If a district neglects to hold its annual meeting, and all the offices become vacant from removal, resignation, or other causes, does the district, by such neglect. become disorganized?

A. A district never loses its organization beyond recovery, except by the action of the Town Superintendent. In such a case as above supposed, it is the duty of the Town Superintendent to call a special meeting for the election of officers. In case such a meeting is held, personal notice must be served upon every qualified voter in such district. (*See Sections* 2, 3, 13, *and comments thereon, in School Code*, 1859.)

Q. In case the Town Treasurer ignorantly paid all the money he had collected into the County Treasury, and the County Treasurer refuses to pay anything but county orders, what remedy has the district?

A. The Town Superintendent has no legal authority to receive anything but money for school taxes, and he is not obliged to receive county orders from the County Treasurer; but, although it is very questionable whether the County Treasurer could refuse to refund moneys illegally paid him, it would in most cases be advisable for the districts to take county orders, and suffer a little loss, than to become involved in a lawsuit, where they will certainly be put to considerable expense. The legal remedy is against the Town Treasurer.

Q. Can the apportionment of any year be used in payment of teachers any previous year?

A. Certainly. The law only requires that the public moneys be paid to qualified teachers, and does not specify in what year, or for what year the service was rendered, or the payment made. It would be more creditable to districts, certainly, to pay first the claims of longest standing.

Q. In case the Clerk is absent for more than ten days, succeeding the election what course should the Treasurer take to have his bond approved and filed?

A. The bond should be perfected and approved by the Director, and left at the house of the Clerk, with a memorandum of the date made upon it by some member of the family of the Clerk, and when the Clerk returns he should file it at that

date. Every one who has had a deed recorded will remember that this is the course almost universally followed.

Q. Can a Town Superintendent annex territory from his town to a joint district without the co-operation of the other Superintendents interested?

A. He cannot, as the addition of territory is equally an alteration with taking away territory. Whenever the boundaries of a joint district are in any manner changed, it must be by the joint action of the Superintendents of all the towns which in part compose the district.

Q. What remedy has the town if the Town Superintendent refuses to visit the schools under his charge?

A. The law makes it the duty of the Town Superintendent to visit all the schools in his town at least once during his term of office. The bond of this officer is conditioned upon the faithful discharge of all the duties of his office, of which duties this is one, and by no means an unimportant one, and a failure or a refusal to attend to this duty would probably render him liable to an action on his bond. (*See Sections* 44, 60, 61, *and page* 103, *School Code*, 1859)

Q. What constitutes a quorum to do business at the annual district meeting?

A. The law fixes no number which shall constitute a quorum. Therefore two persons may meet and legally transact the business of the annual meeting. But in all cases it would be advisable to adjourn the meeting to a time when more will probably meet.

Q. If the Director and Clerk receive the Treasurer's bond, and make no objection to approving it, can they, after the ten days allowed by law have expired, reject it?

A. They can not. They must refuse to file it at once, or return it in time for the Treasurer to execute and file a new one within the time allowed by law. Any such reception of the bond will be held tantamount to approval, and the officers will be required to approve it at the date of reception.

Q. In making his financial report required by law, how shall the Clerk obtain the necessary figures, as the Treasurer does not make his report until nearly a month afterwards?

A. He should be guided by the Treasurer's books, and not by the former annual report.

Q. In case a Treasurer refuses to make an annual report, what remedy has the district?

A. The Treasurer renders himself liable to a fine of ten dollars for any such neglect or refusal, which fine may be recovered before a justice of the peace. (*See Section* 88, *School Code*, 1859.)

Q. If the Director and Treasurer hire a teacher, is the contract binding upon the district.

A. In no case. The only contract that can bind the district is one signed by the Clerk in behalf of the district, and countersigned by the Director or Treasurer. All contracts not thus signed are void.

APPORTIONMENT, ETC.

Q. In case of the division of a district, as contemplated in section 54, School Law, after the annual report is made, and before the apportionment is made, what shall fix the date of the apportionment?

A. The date of the certificate to the State Treasurer by the State Superintendent, as on that day the money will be subject to draft. It is perfectly plain that it cannot be the date of the reception of the money by the Town Superintendent, as this would, in effect, fix no certain date whatever, but leave all to chance. The date of the certificate of the State Superintendent in 1859 was March 23d, and districts formed from organized districts subsequent to that date will not be entitled to any share of the apportionment made in 1859.

S. H. CARPENTER,
Assistant State Superintendent.

Editorial Miscellany.

A Large part of the present number is devoted to an account of the series of Teachers' Institutes, set on foot by the Board of Normal Regents, and held under the general direction of Dr. Barnard, their Agent, assisted by other competent gentlemen. We have no space for extended comments or remarks upon them, and can only state that they have been largely attended, have been marked by an increase of interest from the opening to the closing of each one, and have done an amount of good in arousing the public, in presenting new and better modes of teaching, in inspiring teachers with new zeal and determination to succeed in their work, that could have been accomplished in no other manner; and our readers will be glad to learn, by the proceedings of the Board of Normal Regents, published in another place, that the work is to be continued next year on a wider basis, so as to reach all parts of the State. We trust that something will be done the coming session of the Legislature to place more funds at the disposal of the Board, as we believe that it will not only be wisely and judiciously expended, but that the same amount of good can be done in no other way.

We give this month the conclusion of Mr. Pickett's series of articles on "The Honor of Our Calling," etc., and commend them as abounding in important truths and valuable suggestions bearing upon the great work of Education. In this connection we also wish to recommend Dwight's "Higher Christian Education," (noticed in its proper place) as the ablest work with which we are acquainted, treating of a true education in its broadest sense, and developed from the idea of a Supreme Being, and our relations to Him.

WASHINGTON IRVING —We have only space enough to record the death of this gifted author, which took place at his residence on the Hudson, the 28th ult., in the 77th year of his age. One of the most genial and gifted of American writers, in a ripe old age he is taken from the scenes which he described and loved so well, to a brighter and better world.

THE following statistics which we are permitted to copy from Mr. Draper's forthcoming annual report will give some idea of the magnitude of our educational interests, and of the extent of the supply provided for our educational wants: number of School Districts in the State, 3538; average number of months schools have been taught, 5½; Total number of children over 4 and under 20 years of age, 278,871; average amount of wages per month paid to male teachers, $22.93; average per month paid female teachers, $14.29; amount of money paid for teachers wages, $536,860.66; amount of money expended for other purposes, $147,175.54; amount of money raised by tax and expended on school houses, $144,328.79; amount of money raised by tax and expended for other purposes, $80,220.50; total value of school houses, $1,176,191.73; highest valuation of any school houses, $20,000; lowest, $.25; No. Select and Private Schools other than incorporated Academies, 210; average number of pupils attending such schools during the year, 7772.

BELOIT COLLEGE.—We have received the annual catalogue for 1859–60, from which we learn that there have been in attendance upon the different classes of the institution for the year past, Seniors, 8; Juniors, 8; Sophomores, 21; Freshmen, 23; Preparatory Students, 97; total 157. Of these 69 have been in the Normal Class, which is in a flourishing condition. The winter vacation commences the 21st inst.; the winter term January 4, 1860; spring term April 19th; commencement July 12.

THE LADIES' HOME MAGAZINE for December is a capital number, and brings the year to a fitting close. We recommend the magazine as the best with which we are acquainted for family reading. It is edited by T. S. Arthur and Miss Virginia Townsend, both writers of established reputation, and, besides the literary department, comprising tales, sketches, etc., has a mothers' department, a health department, a children's department, a work department, a fashion department, etc., etc., and is beautifully illustrated with engravings, fashion plates, etc. Single copies $2 00 a year; $1 25 to clubs of eight and upwards. We will furnish it to our subscribers with the Journal for $1 25.

WISCONSIN FARMER.—The twelfth volume of this valuable magazine commences with January next, and it is to be published semi-monthly hereafter. Its general character and policy will remain unchanged, and we commend it to all our readers as a good family Journal furnishing reliable information in all departments of the industrial arts, to which it is devoted. Terms—Single copy 1 year $1; seven copies, $6; ten copies, $8; fifteen copies, $12; twenty copies, $15; and a copy gratis to the one getting up the club. Clubs may be sent to one or more offices. We will furnish the Farmer and the Journal for $1 75 a year.

THE ATLANTIC MONTHLY for December is received, and well sustains its previous reputation. Mrs. Stowe's "Minister's Wooing," is finished—and finished just as it ought to be. The Professor has also completed the "Story of Iris," and ends his witty, pointed, and truly original series of articles for the year with one of his touching devotional lyrics, which is worthy of a place in every collection of psalmody in the land. The Atlantic has passed under the control of Messrs. Ticknor & Fields, who give assurances (which they will realize) that the Monthly will not lose in interest and value under their management. Its character is now so well established as the *best* magazine published in this country, that encomiums from us are not needed. All who have had it the past year will, of course, subscribe for the next, and we trust that many others who have not heretofore supplied themselves with this fruitful source of entertainment and instruction, will commence with the January number, which begins a New Volume. Terms—Single copies $3 a year, the postage prepaid by the publishers. Clubs of five will be supplied for $10. Clergymen, Teachers, and Postmasters will receive it for $2 a year. We will furnish it to our subscribers for $2 a year.

MOORE'S RURAL NEWYORKER.—This sterling agricultural and family paper is so well known as to need no commendations from us. It is one of the best exchanges we receive, and its weekly visits are as welcome to the children as they are to us. It is published every Saturday by D. D. T. Moore, Rochester, N. Y.; office, Union Building, opposite the Court-House, Buffalo St. Terms, in advance—Two dollars a year, $1 for six months. To Clubs and Agents as follows:—3 copies one year, $5; 6 and one free to club agent, $10; 10 and one free, $15; 15 and one free, $21; 20 and one free, $35, with an extra free copy for every Ten Subscribers over twenty. Club papers sent to different post-offices if desired.

THE GREAT REPUBLIC MONTHLY.—This magazine improves with every number in variety and style of matter, and is really a valuable monthly. The November number contains twenty-one separate articles, besides the Editorial and Fashion departments, and the publishers promise additional attractions for 1860. Terms—1 copy per year, $3; clubs of 3 or more $2 each. Any person sending a club of five will receive his choice of the following magnificent steel engravings: The Last Supper, size of plate 25x40 inches; The City of the Great King, 25x39 inches; The Palace of Westminster, 25x39; Sir Walter Scott's Monument, 25x34; We praise thee, O Lord, 21x25 inches; Robert Burns, 21x25 inches. Any one sending a club of ten subscribers will receive his choice of any two of the above engravings. Any one sending a club of twenty will receive *all* of the engravings. Address Oaksmith & Co., 112 and 114 William St., New York.

THE PRAIRIE FARMER.—Emery's Journal of Agriculture, which now takes the name and place of the old Prairie Farmer, has always been a favorite with us, perhaps because it is a Western production, and any of our readers who wish a weekly visitor of this kind, after subscribing for our own "Farmer," will do well to send for the Prairie Farmer. Terms for 1860—1 copy one year, $2; 3 copies $5; 6 copies and one to agent, $9. To each one of fifty persons sending the first

lists of twenty subscribers, at the above rates, the publishers will give a bound volume of the Farmer for the last half of the present year. To the first six persons who will send lists of fifty or more subscribers on the above terms, they will give a copy of Webster's Unabridged Pictorial Dictionary. Address Emery & Co., 204 Lake St., Chicago, Ill.

See new advertisement of S. C. Griggs & Co., Chicago, the most extensive publishing and bookselling house in the west. Traders will find it for their interest to deal with them, as they have a very large stock, sell at fair rates, and are honorable and liberal business men. Also, see advertisement of Anthony's Instantaneous Views.

BOOK TABLE.

THE HIGHER CHRISTIAN EDUCATION, By Benjamin W. Dwight, author of "Modern Philology, its history, discoveries, and results. New-York: A. S. Barnes & Burr, 51 and 53 John street. 1859.

The author has treated this great theme under the five following heads: I, The true work of the higher Christian education; II, The true style and measure of the higher Christian education; III, The true Christian Teacher; IV, The true Christian Scholar; V, The connection of the higher Christian education with the progress and privileges of the people. An accurate scholar, a deep thinker, and an earnest writer, the author has, in this work, discussed the various questions which arrange themselves under the above heads, in a masterly manner, with the power which an absorbing interest in a subject would be likely to call forth, and he has produced a book which ought to be read by every teacher and parent in the land, and which, when read, will not fail to awaken interest, stimulate effort, and guide those great movements which carry with them the life and progress of society. The nature and claims of a true Christian education, the character, acquirements, and influence of the true Christian scholar and teacher are presented in such a style, with such a power of language and force of illustration, that whoever reads it will rise from its perusal, refreshed, stimulated, inspired with zeal and power to do manful battle for God and Truth.

THE NORMAL PRIMARY ARITHMETIC, designed as an introduction to a thorough and Complete course of mental and written arithmetic; and

THE NORMAL MENTAL ARITHMETIC; a thorough and complete course, by analysis and induction, by Edward Brooks, A.M., Professor of Mathematics in the Lancaster County Normal School. Philadelphia: Sower, Barnes & Co. 1859.

The principal characteristics of these little books are, clearness of statement, methodical arrangement, and fullness of illustration. They contain many valuable suggestions and directions for teachers, and the introductory part of the primary is especially adapted to the wants of young teachers. We commend them to our readers.

ENTERTAINING DIALOGUES, designed for the use of Schools and Academies. By Charles Northend, author of "Teacher and Parent," "Teacher's Assistant," "Little Orator," etc. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1858.

A choice collection of dialogues suitable for rehearsal in schools or families, adapted to the tastes and capacities of youth, and at the same time conveying good moral lessons, this book is worthy of a prominent place in the list of works designed for the instruction and amusement of youth.

THE TEACHER'S ASSISTANT, or Hints and Methods in School Discipline and Instruction, being a series of interesting Letters to one entering upon the teacher's work. By CHARLES NORTHEND, A.M., author of "Teacher and Parent," etc. Boston: Crosby, Nichols & Co.; Chicago: George Sherwood. 1859.

In this work the author has presented; in the form of a series of familiar letters, much valuable information and instruction in regard to school arrangement and discipline, methods of teaching, etc. The style is very much like that of his well known work, "The Teacher and Parent," and we think that it will be as popular when its merits are understood. There is hardly a topic connected with school keeping but receives attention, and the long experience and sound sense of the author are shown in every suggestion. Send to George Sherwood, 122 and 124 Lake Street, Chicago, and get the book and read it, young teachers, and you will feel well repaid for the money and time spent. Price $1.00.

MANUAL OF GEOLOGY, designed for the use of Colleges and Schools. By EBENEZER EMMONS, State Geologist of North-Carolina, late State Geologist of New-York, Professor of Natural History and Geology in Williams College; illustrated by numerous engravings, principally from American specimens. Philadelphia: Sower, Barnes & Co.

This work is of a higher character than the one noticed by us last month, and naturally takes the place in the academy and college which that does in the common school. An idea of the work may be obtained from the following extract from the preface, giving its plan, etc.: "One of the most important studies for the young is classification. Its advantages are not confined to Natural History. In every sphere of knowledge it aids the mind to define and limit the boundaries of subjects, and perceive the true and constant relation they hold to each other, Our opinion of its utility led us to furnish an introduction to the subject, which, though imperfect, may still, as we believe, serve as a basis upon which classification may be taught. The plan we have followed in the preparation of the work differs somewhat from others. We have given in each chapter treating upon the systems of rocks, a general history of the period to which they belong. To this we have added a brief description of the rocks and their order of sequence. Each system is illustrated by the organisms or fossils which it is known to contain, and which have been generally selected from those which are most common. The geographical distribution of American formations completes the history of the several systems. Our illustrations of characteristic fossils may be regarded by some persons as out of proportion to the statement of facts and principles; but it should be recollected that *Palæontology* has become the leading branch; and from which we derive the most important information respecting the natural history of the earth."

LECTURES ON MENTAL AND MORAL CULTURE, by SAMUEL P. BATES, A,M. Superintendent of Public Instruction, Crawford County, Penn. New-York; A. S. Barnes & Burr, 51 and 53 John street. 1860.

The origin and aim of these lectures are given in the preface, from which we quote: "The following lectures were prepared for the use of Teachers' Institutes, and have been delivered at intervals, before these bodies, during the past five years. They were intended to be addressed to an assembly of teachers and citizens, such as are usually found at the evening sessions; consequently, they are not designed for the exclusive reading of teachers. The attempt has been, to make the opinions developed thoroughly accord with the fundamental principles of our institutions and form of government. The necessity to the safety and prosperity of the State that every child should be educated, and that the wealth of the country should pay for this education, has been made a prominent feature. There will not be found in this volume a systematic treatise for the special guidance of the teacher, but those motives and incentives to preparation, which may serve to awaken inquiry and stimulate thought." They embrace the following topics: Dignity of the Teacher's profession; The boyhood of Napoleon; The power of spoken thought; Vocal culture; The study of Language; The means and ends of education; Popular education; The education of the moral sensibilities; Education and Democracy the true basis of liberty, and contain many valuable hints and suggestion suited to the teacher or the general reader.

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PRACTICAL SCIENCE, INDUSTRIAL ART AND PUBLIC HEALTH.

Few subjects appear or deserve to attract more universal attention at present than the right adjustment of the claims of Practical Science in an extended system of public instruction, and its relations to public and individual health, to the wants of daily life, and the progress of the industrial arts. The Continental Governments, and especially those of France and Germany have long since established Special Schools of Science, under the names of Institutes or Schools of Art, Polytechnic Schools, Industrial and Technological Schools, Schools of Agriculture, Mining, Architecture, Engineering, Trades, Commerce, Navigation, &c. &c. In Germany alone, according to an article in Barnard's *American Journal of Education* for 1856, there were two hundred and twenty-six schools of this class. In the recently established school system of the kingdom of Sardinia, Technical Courses, extending through five years, are specially provided for in connection with all the National Colleges, in addition to Special schools, such as the Royal Technical Institute, embracing seven classes and twenty professors, at Turin; a School of Commerce and Navigation at Nice; a School of Agriculture at Savoy; a School of Arts and Trades in Biella, and one of the same general character but adapted to the local industrial habits of the people, in every large town. The English Government, since the Great Industrial Exhibiton of 1851 showed the superiority in artistic design and finish of French and German workmanship, has established a Department of Science and Art, and appropriated in 1858 over $400,000 to its various operations, such as the Government School of Mining and Museum of Practical Geology in Lon-

don, the Museum of Irish Industry, Industrial Museum of Scotland, Central and Local Schools of Art to the number in all of sixty-eight including in 1857 nearly thirteen thousand pupils, a Central Training School for Teachers (both male and female) in Art, Collections illustrating Construction and Building Materials, Drawings, Casts ,&c. &c., including a systematic plan for introducing Drawing into all the Elementary Schools of England, Scotland and Ireland.

Dr. Barnard, in his Inaugural Address as Chancellor of the State University, urged the universal instruction in Art and the Sciences, and their applications to health and industry, as a cardinal object in the educational policy of the State, from the District School to the University—not to the exclusion of languages, and mathematics, but on a footing of equality both as a means of mental training, and for their manifold and constant uses in life. The plan briefly shadowed forth in that Address, embraced (1) the introduction of Drawing and Physiology in every public school of every grade; (2) a study, so far at least as universal observation and oral instruction, in every school, of the peculiarities of soil, minerals, animals, and occupations in every town; (3) a preparation in all Public High Schools, Academies and Colleges aided by the State, and especially in all Normal Classes, for a thorough scientific course in the State University, or in a Special Polytechnic School; (4) the establishment of a Museum of Practical Science in connection with the Scientific Department of the University, or State Polytechnic School, or State Society of Arts and Manufactures; and (5) Local Museums of the Fine and Industrial Arts, with annual courses of Lectures, Illustrations and Practical Operations for the youth and adult population generally in all the principal towns. His Circular (published in our last number) to the People of Madison in reference to an Institute or Cosmos, to be erected after plans by Dr. D. B. Reid, is in furtherance of his views on this last point, while the following correspondence between him and Dr. D. B. Reid shows the present position of this movement in the University. Before introducing the letters we will speak briefly of Dr. Reid's antecedents to his appointment to a professorship in the University on Dr. Barnard's nomination.

Dr. Reid came to this country in 1855 with letters of introduction from Mr. Buchanan, then our Minister to the Court of St. James, to President Pierce, and a well established European reputation, first achieved as a practical chemist in his experimental and lecture rooms at Edinburgh, where he had upwards of three thousand professional pupils between the years of 1827 and 1840, and by his numerous publications on chemistry and public health, of which the following may be named:

"ELEMENTS OF CHEMISTRY, Theoretical and Practical. Third Edition "in 906 pages 8vo with Woodcuts and Diagrams. Edinburgh. Price 18s.

"RUDIMENTS OF CHEMISTRY, with Illustrations of the Chemical Phe-"nomena of Daily Life." This manual had a circulation of upwards of 30,000 copies, in connection with Chamber's Educational Course.

"A TEXT BOOK for Students of Chemistry. Edinburgh. Third Edi-"tion 192 pages 8vo. Diagrams.

"THE STUDY OF CHEMISTRY *considered as a branch of Elementary* "*Education*, with a short statement as to the Lectures on the Chemistry "of Daily Life given at Exeter Hall under the sanction of the Committee "of the Privy Council on Education, to a Thousand Metropolitan "Teachers. Second Edition. London: Longman & Co.

"ILLUSTRATIONS OF THE THEORY AND PRACTICE OF VENTILATION, "with Remarks on Warming, Lighting and the Communication of "Sound, and 320 Engravings on Wood. London: Longman & Co. "Price 16s. * *

"REPORTS AS A MEMBER OF THE GOVERNMENT COMMISSIONERS ON THE "HEALTH OF TOWNS, from 1843 to 1845, and a Special Report on the "Northern Mining District."

The construction of his class room at Edinburgh and the peculiarities of its provisions for warming, lighting and ventilating, led a Committee of the House of Commons to recommend the Government to recast the internal arrangements of the Chamber then occupied, for the purpose of enabling all the members to test the accuracy of his views, and the necessity of their introduction in the New Houses of Parliament, which it had been determined to erect. The success of Dr. Reid's plans was testified publicly by the Government, by a Committee of the House, and by repeated declarations of its most eminent members, including the Speaker of the day, and the present Lord Chancellor. Lord Sudeley, the Chairman of the Commissioners for selecting the Design for the New Houses of Parliament stated—"To Dr. Reid we owe the solution of the problem, that, by a proper system, ventilation may be obtained in the most trying and difficult circumstances." He also said: "The ventilation of the House of Commons was complete and perfect, and the first plan of systematic ventilation ever carried out in this or any other country."

Dr. Reid's researches on ventilation and acoustics were conducted principally at his class room at Edinburgh, and at an experimental laboratory provided for him by the British Government at the Houses of Parliament in London. To these his system of instruction, investigation and illustrations not only attracted numerous pupils, but also a perpetual succession of visitors including such men as Earl Grey, the Premier of the Great Reform Ministry, Dr. Chalmers, Lord Brougham, Geo. Combe, the Presidents of the Royal Societies of London and Edinburgh, Liebig, and numerous professional men both from the old and the new world, among

whom we may mention the late eminent Horace Mann who, in his educational tour in Europe, describes the House of Commons which Dr. Reid had ventilated as the only edifice he saw in Europe in which a complete system was established that gave the members every luxury and comfort that ventilation could afford.

On removing to London at the request of the Government (Lord Melbourne's) Dr. Reid not only directed the ventilation of the Old and New Houses of Parliament, but executed numerous public works under different Government and other Boards, and entered on large and extended plans for the improvement of public health in England, particularly in the metropolis, having been appointed a member of the Health of Towns Commission where he had the opportunity of co-operating with members of both Houses of Parliament, and with the most eminent engineers, geologists, agriculturists and medical men of the day. Of the labors of this Commission, a distinguished American author, Dr. Elisha Harris, physician in chief at Quarantine, in the city of New York, has recorded his opinion in the following words: "The most important effort ever undertaken in any country for general sanitary improvement and reform was the Health of Towns Commission, which was organized by the reigning Queen in 1843. The Board of Commissioners was composed of thirteen distinguished scientific and philanthropic gentlemen. The stupendous results of their labors and investigations may be judged of by their final reports which are comprised in three huge folios, every page of which is full of most instructive facts. Probably no other attempt at sanitary reform has produced results at all comparable with this."

At a subsequent period, dissatisfied with the proceedings of the architect in the application of his plans at the New Houses of Parliament, he called the attention of the Government to unauthorized alterations, and to a system of action on the works which he contended would not give his views the same fair play they had received in the old buildings. A Committee of the House of Commons examined the case, and unanimously sustained Dr. Reid, laying down rules at the same time for the right application of his plans. But the House of Peers on the motion of the Marquis of Clanricarde would not agree to them, and from that moment Dr. Reid refused to act at the Houses of Parliament except under protest, constantly pointing out the injurious consequences that would flow from the change of policy and practice on the works, and vindicating his views at an arbitration when the arbiters awarded him a pecuniary compensation. The continued increase in the pollution of the Thames and its influence on the meetings of Parliament have at last rendered manifest to all men some of the evils Dr. Reid had previously pointed out, and justified the precautions which he foresaw would be necessary to avert and control them.

Dr. Reid was consulted by the Government both at Paris and St. Petersburgh, and has executed many public works in different parts of Great Britain. The last public work in which his plans were applied was the Russian frigate, *The Grand Admiral,* which was built recently in New York, and sailed last summer to Cherbourgh. At St. George's Hall, in Liverpool, the municipal authorities sustained him for fourteen successive years in applying, during the construction of this great building, similar plans to those he introduced at the New Houses of Parliament. One architect alone, in Edinburgh, Thomas Brown, Esq., has applied his plans in forty eight public and private buildings.

In coming to this country it is understood that Dr. Reid entertains the conviction that in the new American States the government and the people have very special opportunities for carrying out an improved and extended system of education in science, adapted to the present condition of society, and its more practical application to the wants of man. He contends, also that neither the University nor the State generally can reap the full benefit of such a system, unless conjoined with the more systematic introduction of the elements of science in elementary schools, and the foundation of popular institutions to assist the adult population in becoming better acquainted with the progress of the day, and with those departments in which they are more immediately interested in their varied avocations. He advocates more especially the introduction of an extended system of actual practice among the students of Universities, and the formation of a select Museum of instruments, machines, drawings, and working models, that shall be daily accessible to them, and give them proper opportunities of becoming familiar with their construction, and their right and useful application to the wants of daily life. With such resources, and the cooperation of men of position, influence, and education, in the city and throughout the State, it is presumed that in two or three years there are few to whose homes the development of science and sanitary improvements would not carry important results, affecting equally the comfort and economy of their habitations, the improvement of arts and manufactures, and the well being of cities and populous districts.

It is not anticipated that such results can flow from any imperfect measures. Means are required to carry them into execution as well as the most deliberate consideration. And we trust that so long as they are maintained within reasonable limits, the right development of the material interests of the whole State, and the improvement of its cities, villages and individual habitations will not want that educational support which the progress of science can bestow. How many of the obstacles that obstructed the progress of the merchant, the manufacturer, the med-

ical man, the architect, the engineer and the agriculturist, have been removed by science? It is difficult to estimate the advantages that may arise from its proper introduction among all classes of the population. What State will be the first fully to realize this great object in improving the condition of mankind?

LETTER FROM CHANCELLOR BARNARD TO PROF. D. B. REID.

UNIVERSITY, MADISON, Oct. 20, 1859.

DEAR SIR—It is very important to a thorough reorganization of the Department of Practical Science in the University, that we have before us as a Faculty, and that I have clearly in my own mind in reference to a Communication which I contemplate making to the Regents at their next annual meeting—a statement in detail of the subjects which can be profitably embraced in your lectures and instructions in Physiology and Hygiene; and what fixtures, apparatus, materials, models, and diagrams are necessary to the proper development of your course in connection with the Museum of Practical Science. My desire is to open this latter course in our next winter term, in its elementary bearings, with a Special Normal Class, and also with a Special Course of Popular and Scientific Lectures on Agriculture and Horticulture, intended to interest adults, as well as instruct regular students.

In making your statement of what should be done and purchased, you will have reference to the depressed condition of our finances, and to the beginning of a new department of study, with the practical bearings of which on the health and industry of the people, the public mind is not fully informed, but which will in it progress commend itself more and more to the liberal appreciation of all classes. I would particularly request that you include many subjects of practical value to teachers, for we must bring to their observation, and knowledge, and practice, every thing which we wish to have introduced into the schools of the people.

Your obedient Serv't,

HENRY BARNARD.

To PROF. D. B. REID.

LETTER FROM DR. REID TO CHANCELLOR BARNARD.

UNIVERSITY, Madison, 26th Nov. 1859.

MY DEAR SIR:—Having received the drawings that give the dimensions of the varied apartments in University Hall, and the position of the different flues, I take the earliest opportunity of replying to your note of the 20th ult., in which I am instructed to give a statement in de-

tail of the subjects that can be embraced most profitably in my department, and of the fixtures, materials, models, diagrams, and apparatus necessary for the proper development of my course.

It appears to me that the two following papers embrace the replies you require; and, in submitting them, I have been guided, under the financial circumstances you specified, more by the conviction of what is essential for the present wants of the institution, and capable of immediate developement, than by a desire to present the most complete and systematic exposition of the courses that may be finally most suitable to the progress of the University.

These must depend upon the annual support accorded, the number of pupils, and the interest they may take in the varied departments, as well as the time they can devote to them. But next to the course of lectures and instructions embraced in No. 1, I am deeply impressed with the belief that the formation of a Select Museum of Art and Science, daily accessible to the students, under proper regulations, and the introduction of practical Laboratories, and other means mentioned in No. 2, would greatly promote the general progress of the University, facilitate the development of arts and manufactures, and teach some of the most important practical lessons that youth can receive in observation, designing and experimenting, which form, in conjunction, the great basis of all inventions and discoveries in physical science.

Society has never hitherto had the advantage of the united cooperation of professional men in the varied departments that are bound together by the *commune vinculum scientiarum*, and that can be intertwined at the same time with a course of instruction based on the structure of the human frame, and the material, as well as the moral, intellectual and social wants of life. And if, in carrying out a portion of the important views which you have so strongly advocated, this State shall be the first to realize, in its full extent, the results which may be anticipated by rendering practical science more universally available to a whole population than it has ever been at any former period of the history of man, it is only just and reasonable to anticipate an increase in comfort, recources and occupations that must be equally interesting in the economy of individual habitations, and productive of improvement throughout the whole community.

As to the sum required for the completion of the arrangements contemplated, it is presumed that it would be most satisfactory to fit up, at first, a few rooms on the principal floor, and others in the floor below, expending from two to three thousand dollars for apparatus, exclusive of architectural arrangements not yet completed, or for the improvement of the light, and to be guided in all future proceedings by the progress of the

University, and the interest taken in the Museum. I trust this arrangement will meet the present position of the financial question to which you have adverted, and admit of an immediate selection of such models, apparatus and drawings to be made, as will meet at once the most urgent wants of the institution.

Your very obedient servant,

D. B. REID.

The Hon. HENRY BARNARD,

Chancellor University of Wisconsin.

The course embraced in Dr. D. B. Reid's department at the University of Wisconsin includes Physiology and Hygiene, with special instruction in select departments of Chemistry. A Museum of Practical Science is also to be organized under his direction.

NO. 1.—SYLLABUS OF COURSE ON PHYSIOLOGY AND PUBLIC HEALTH.

The following outline comprises a general view of the Lectures and Instructions that are at present in progress in the department of Physiology and Hygiene:

The Relation of the Human Frame to the External World. The Leading Phenomena of Life and Death. The Materials of which the Body is composed. Organic and Inorganic Matter. Influence of Heat, Light, Electricity and Magnetism.

The various Tissues in the Living Frame, and their special Functions.

Mutual relations of Mind and Matter. The Soul and the Body.

The Nature of the Blood. The Circulation of the Blood. The Heart, the Arteries and the Veins. The Chest and the Lungs. Theory of Respiration. Oxidation of the Blood.

The effect of Imperfect Aeration of the Blood. Nature and importance of Ventilation. Natural and Artificial Ventilation. Cases in which Artificial Power is required. Influence of Temperature. Natural and Artificial Climates. The Warming of Air. Open Fires. Stoves. Hot Water Apparatus. Steam Heating Apparatus. Economy of Fuel The Cooling of Air.

Influence of Artificial Lighting on Ventilation. Exclusive Lighting. Position of Internal Lights. Ventilated Lamps.

Ventilation of Individual Rooms, Huts and Cottages, Houses in Town and in the Country. Public Buildings, including Churches, Schools, Courts of Law, Assembly Rooms, Prisons. and Hospitals. Railway Cars. Steamboats and other Ships. Manufactories: Mines Buildings in Warm, Cold, and Temperate Climates. Chancellor Barnard's School Architecture.

Origin of Bad Air in External Atmospheres. Malaria from Land and Water. Resources available for the improvement of External Atmospheres.

The Function of Digestion.

The Food of Man. Vegetable and Animal Diet. Carbo-hydrates. Hydro-carbons and Nitrogenized Food.

The Alimentary Canal. The Mouth. The Teeth. The Tongue. The Salivary, Parotid and Sub lingual Glands. The Pharynx. The Œsophagus. The Stomach and the Intestines. The Gastric Juice. The Liver and the Bile. The Pancreas. The Spleen. The Lacteals and the Thoracic Duct.

Nutrition. Growth and Decay. Secretion and Excretion. The Lymphatic System. The Kidney.

The Skin and its Functions. Absorption. Exhalation. Transudation. Clothing.

The Bones and Ligaments.

The Muscles.

Serous and Mucous Membranes.

Adipose and Cellular Tissue.

The Nervous System. The Cerebrum. The Cerebellum. The General Functions of the Brain and of Individual Nerves. The Ganglionic System. The Sensorium Commune. Sensation and Motion. Thought and Action. Sleep.

The Eye.

The Ear. The Musical Ear.

The Nostrils.

The Tongue. The Larynx. The Voice.

The Acoustic Construction of Public Buildings.

Reproduction and Development of Life.

The Causes of Death.

The General Origin and Prevention of Disease. External and Internal Causes. Food and Exercise. The Condition of the Blood, the Skin and the Alimentary Canal. Epidemics. Endemics. Fevers. Eruptions. Cholera. Small Pox. Inflammations. Scrofula. Consumption.

Different Races of Men. Causes of Degeneracy and Improvement. Influence of Food, Climate, Mental and Physical Labor, Occupations and Recreations. The Power of Habit and Training.

Temperance and Dissipation.

The Varied Temperaments in Different Men.

Individual Health.

The Duration of Life.

Public Hygiene. Principles on which it is Founded. Laws to Enforce their Application.

Influence of National Customs on Public Health.

The Selection of Sites for Cities.

Individual Habitations. Crowded Lodging Houses.

The Construction and Disposition of Streets, Squares, and Public Edifices. Facilities given by Modern Construction.

The Prevention of Accidents by Fires.

The Supply of Water. The preservation of the purity of water.

Gas Works. Heating and Lighting by Gas.

Cleansing and Drainage.

Baths and Wash Houses,

Markets. Supply and Inspection of Food. Poisons and Adulterations.

Public Parks, and Gardens for Instruction and Recreation. Play-ground and Gymnastic Arrangements for Schools.

Public and Private Cemeteries. The Burial of the Dead.

Arts and Manufactures. Circumstances under which the Public Health Requires Protection.

Influence of the General Progress of Architecture on Public Health. The Useful and the Beautiful. Influence of Education in Science on the Public Health.

N.B. *Some other subjects are contemplated in this course, but they are dependent on the provisions that may be made for this purpose in the University Hall.*

NO. 2.—THE MUSEUM OF PRACTICAL SCIENCE, AND THE EXPERIMENTAL AND MODELLING ROOMS PROPOSED IN CONNECTION WITH IT.

"A."

This museum is intended to be daily accessible to the students, and to contain a series of Specimens, Models and Drawings illustrative of the more important facts connected with the History of Art, and of the materials of which the globe is composed.

In connection with Experimental Laboratories, and an Engineer's Work-shop, it will facilitate the instructions given in the different departments of Science, and prove a valuable adjunct to the Library by the opportunities of reference which it will present, while the working models will give an explanation of movements and machinery which no written or printed documents can so advantageously unfold.

Such a museum must ever be in progress in connection with the inventions and discoveries of the day. The following are recommended as the first objects to be placed within its walls;

A Terrestrial Globe. A Celestial Globe. Charts illustrative of the leading features of the Geography, Geology, and Hydrography of the Globe. Charts of Winds, Clouds, and other Meteorological Phenomena.

A small Case containing Specimens of the Chemical Elements. These and their combinations form every thing known to man in this globe.

1000 Specimens of Rocks, Soils and Minerals.

A special Case with Specimens of Building Materials.

1000 Specimens of Products from the Animal and Vegetable Kingdoms.

1000 Specimens of Artificial Chemical and Mechanical Products, and of the changes to which different materials are subjected in manufacturing operations.

An Articulated Skeleton. Select Models and Drawings of the Human Frame. The Dynamometer.

A complete series of Drawings of a Hut, a House, and a Public Building, with special expositions of structure, of the mode of heating, lighting and ventilating, and of the precautions necessary where there is danger from Fire or Spontaneous Combustion.

Drawings and Models illustrative of Water-works. Drainage and other objects connected with public health, and of the principal peculiarities of Cities and Villages, distinguished by the perfection of the arrangements introduced in them.

Plans, Sections, and Views of Public Buildings in different parts of the globe.

Models and Drawings of Instruments and Machines, and of Mechanical Arts and Manufactures The following to be included in the first series of selections:

Elementary Illustrations of the application of Mechanical Power.

Agricultural Implements.

Spinning, Weaving, and Rope Making.

Calico Printing, Dyeing and Bleaching.

Manufacture of Iron and other Metals.

Glass, Pottery and Porcelain.

Models and Sections of the Steam Engine and of the Caloric Engine. The Water Wheel and the Hydraulic Pump. The Wind Mill.

Specimens of Printing Types and Forms. Lithographic Plates. Engraved Copper Plates, Zinc Plates, and Wood-Cuts. Photographic Plates. Printing Press. Illustrations of Electrotyping and Stereotyping.

Models and other Illustrations of the Manufacture of Paper.

Casts in Plaster of Paris, Sulphur, and Gutta Percha.

Specimens of Oil Painting, and of the different styles of drawing.

Electric Telegraph apparatus.

Miscellaneous Optical, Pneumatic, Acoustic and other apparatus.

"B."

A special apartment is recommended to be appropriated to the use of the BALANCE, and to the apparatus mentioned in the following list:

Weights and Measures.

Specific Gravity Apparatus.

Time-pieces, or Clocks under glass cases, accompanied by Drawings naming all the varied parts of which they are composed.

Barometers.

Thermometers.

Hygrometers.

Anemometers.

Electrometers.

A Dividing Machine. A Micrometer. A Telescope.

Special provisions are also recommended for enabling the students to become practically familiar with the use of the Blowpipe and the manufacture of Tube apparatus and for Photographic apparatus and the application of the Microscope in different departments of Art and Science.

"C."

It is proposed to devote an apartment on the ground floor to a BOILER ROOM AND ENGINEERING WORKSHOP, and to provide it with the following arrangements:

A Boiler.

A Steam Engine.

Shafting.
Drilling Apparatus.
A Turning Lathe.
A Planing Machine.
A Steam Hammer.

Tables for Smith Work and Model Making.
In Iron, Brass, and other metals.
— Stone, and Glass.
— Clay, Wax, and Gutta Percha.
— Plaster of Paris.

A carpenter's work shop should also be instituted in connection with the arrangements specified, and precautions taken for the daily removal before sunset of all waste from the materials in use.

"D."

Another apartment on the ground floor is considered equally important as a FURNACE AND GENERAL EXPERIMENTAL LABORATORY. It should include the following furnaces, &c.:

An Open Fire for Miscellaneous Operations.

A Crucible Furnace.

A Ventilated Sand Bath.

A Circular Furnace.

A Blast Furnace.

A Cupellation Furnace.

Space for Temporary Furnaces to be built by Students.

A Central Table with Descending Flue.

A Caloric Engine and Pumping and Blowing Apparatus.

100 linear feet of Experimental Tables at least two feet broad.

An External Space arranged for Special Furnace Operations, carried on temporarily without the building.

Furnaces for Glass and Porcelain, and Baking Oven in an adjoining room.

A Table, Troughs and other arrangements provided for cleaning chemical apparatus.

A Forge, an Anvil, a Vice and other appropriate tools should be provided in a contiguous apartment.

"E."

EXPERIMENTAL AND FOREST GARDEN.

An Experimental Garden devoted to the cultivation of plants in select natural and artificial soils, and with every variety of manure is recommended as soon as arrangements for this purpose can be instituted, including specimens of Forest Trees and Foreign Plants that can be introduced with advantage in this country, and a Green House, and a small Hot House, even if not larger than a shed about twenty feet square.

These arrangements are recommended in addition to the ordinary provisions made for professional courses in different departments of Science, but it is presumed that if the recommendations be carried into execution the Professors in using the Museum, and the apparatus it may contain, shall also place in it any of their models, apparatus and drawings that may be serviceable there and not required frequently or continuously in their respective class rooms, so as to render the use of duplicates in a great measure unnecessary.

In the selection of specimens, the great object being to facilitate the daily studies of those in every department of practical science, particularly in *Agriculture*, *Architecture*, *Mining*, *Engineering*, and in the development of *Special Arts*, *Manufactures* and *Industrial Occupations*, it is considered important that all specimens in this Museum should be as small as may be consistent with the proper exhibition of their character and action, and that the State Cabinet and any Botanic Garden that may hereafter be instituted be resorted to for all those more extensive specimens that the more advanced student and the public may desire to examine in detail.

TEACHERS' INSTITUTES.

RICHLAND CENTER.

The Institute at this place was held at the same time that the Richland County Teachers' Association held their meeting. The exercises were, therefore, of a varied and interesting character. During the session, addresses were delivered upon the following subjects:

By Prof. John Ogden, of Ohio, upon "Educational Wants and Educational supplies;" by S. H. Carpenter, Assistant State Superintendent, upon "Moral Education;" and by Chancellor Barnard, Agent of the Regents of Normal Schools, upon "The importance and advantages of Graded Schools."

The following subjects were presented in the form of essays: "Selecting Teachers and modes of teaching," by A. C. Eastland; "Government of Schools," by J. S. Wilson; "Best method of teaching Music," by Miss J. S. Holmes; "Physiology," by E. C. Hungerford; "A Teacher as he should be," by Mrs. J. S. Wilson.

Discussions were held upon the "Best method to dispense with or control Whispering," and the general subject of "Corporal Punishment." These discussions were participated in by many of the teachers and others.

The regular daily exercises of the Institute embraced exercises and instruction upon the following subjects; Elocution, conducted by Rev. J. D. Todd; Intellectual Arithmetic, conducted by H. W. Glasier; Best method of teaching Higher Mathematics, by Prof. John Silsbee; Theory and Practice of Teaching, in its various branches, and Written Arithmetic, by Prof. Ogden; Reading, Spelling, Arithmetic, and Composition, by Prof. C. H. Allen.

The exercises were enlivened by music by Miss J. S. Holmes, Messrs. Gutterson and Allen, and by the Richland Sax Horn Band.

Resolutions were adopted during the session, touching the following points:—

Thanking the citizens of Richland Center for their hospitality and kindness; the lecturers, essayists, and conductors of the Institute for their labors, and the musicians for their melody.

Recommending the continuance of Teachers' Institutes as educational agencies; the use of the Bible and vocal music in our schools.

Censuring the use of tobacco and profane swearing on the part of teachers.

About sixty teachers were in attendance, and the exercises wound up with a "sociable," which left the best of feeling.

RIVER FALLS.

The Institute in this place was opened on Monday evening, Oct. 24, by addresses from F. A. Allen, Wilcox, and A. H. Weld. A large audience was in attendance, who were well pleased with the sound practical matter presented.

During the week the following subjects were presented: By Prof. Allen, of Penn., Mental and Written Arithmetic, the latter in reference to the best method of teaching Square and Cube Root, Alligation, etc.; Geography, Orthography, the "word method" of teaching Reading, Writing, Physiology, Composition, and Punctuation.

By Prof. Wilcox, Principal of River Falls Academy,—Waking up the mind, Necessity and manner of proving the Ground Rules of Arithmetic, Mathematical Geography, as connected with the motions of the earth, zones, latitude and longitude, etc.

By Prof. A. H. Weld, author of Weld's English Grammar,—Grammar in the several divisions of analysis, synthesis, and the best methods of teaching this branch of study.

By Prof. Bartlett, of Hudson,—an exercise in Reading.

The evenings were devoted to lectures upon the following subjects of general interest: The educational system of Wisconsin; Early home education; School Government; Object Lessons, or learning from the Book of Nature; The true position of the Teacher, and the difference between Educating and Teaching.

About seventy names were enrolled, the most of whom were practical teachers.

The following extract from the River Falls Journal is indicative of the manner in which the Institute passed off, in the estimation of the teachers and public generally:

"This Convention, which has long been anticipated with unusual interest by the *live* teachers of the St. Croix valley, was in session during the past week in this village. It is, we believe, the first Institute ever held in this section under the auspices of the State; and we are happy to announce its complete success. We are sure that no one could have been present during its various exercises without feeling a conviction of the utility of Teachers' Institutes; and of their absolute necessity, in order to give to our common schools, and to higher institutions, also, such teachers as the educational policy of our State contemplates.

"If Chancellor Barnard was the originator of these Institutes in this country, as we believe he was, he stands second to no one on the continent in his claims to our regard as a public benefactor—at least, in the line of his labors. We certainly feel a respect for his sagacity, since he cannot personally supervise all these Institutes, in selecting such a man to conduct them as was sent here—Prof. F. A. Allen. The Prof. worked here like a hero, and has left his mark on more minds here than those of

his pupils, and has won for himself golden opinions of his power as a genuine educator.

"We should be glad to devote three or four columns of our paper in recording more minutely the substance of the various lectures, and the proceedings and discussions at the Institute; but we have time only to give a condensed abstract.

"The audience was favored in the evenings with fine interludes of music, by the church choir, under their efficient leader, Prof. G. W. Pratt. The selections were in fine taste, and admirably sung.

"In conclusion, we believe no thinking person could have attended the Institute without a conviction of its utility to teachers, and also in rousing the public mind to a better appreciation of the importance of having our common schools made more efficient.

"If there should ever be another Institute in this section, as there doubtless will be, we hope that not only teachers and those who propose to become such, will attend, but that all our citizens who have the public weal at heart, will come in and be aroused, instructed and rejuvenated."

KENOSHA.

Pursuant to the call of Chancellor Barnard, the teachers of Kenosha county met in the city of Kenosha on Monday evening, Nov. 7th, to hold an Institute during the week. Nearly one hundred members were in attendance.

The exercises were opened by an interesting address by Prof. John Ogden, of Ohio, followed by a beautiful and practical lecture on Elocution by Rev. Francis T. Russell, of Connecticut.

On Tuesday morning the Institute was formally organized by the appointment of Mr. Conatty, of Kenosha, as President, and Mr. A. Bailey, of Salem, Secretary. The exercises of the day were as follows: A lecture by Prof. Ogden, explaining the course he should pursue in his instructions; a lecture by Prof. Russell on Reading, and one by Prof. Ogden on Grammar. In the afternoon Prof. Russell resumed the subject of Reading, and Prof. Ogden presented the subject of Arithmetic, and the theory and practice of teaching. In the evening Chancellor Barnard addressed a large and attractive audience, at Odd Fellows' Hall, upon the subject of Common Schools. He was followed, in short addresses, by Mr. McMynn, of Racine, and Prof. Russell.

On Wednesday the exercises were, Elocution, by Prof. Russell; Arithmetic, English Grammar, and Teaching, by Prof. Ogden; Mental Arithmetic by Mr. McMynn. At 7 o'clock P. M. a large audience assembled at Odd Fellows' Hall. The roll was called and the member answered to their names by appropriate or witty sentiments. A number of prominent citizens also engaged in this exercise, which passed off to great satisfaction. After roll-call Rev. Dr. Park, of Racine, delivered an interesting address

on the English Language, and Prof. Russell gave some fine readings and recitations, illustrative of the principles of elocution. We doubt whether his rendering of "The Bells," by Poe, could be equalled by any other elocutionist in this country.

On Thursday the exercises were, Arithmetic, English Grammar and Teaching, by Prof. Ogden; remarks on Floral Culture and method of teaching Geography, by Mr. Conatty; and a discussion on the question, "Shall communications of any kind be allowed in school during study hours?" At the close of the session a Committee on Resolutions, consisting of the following persons, was appointed: Miss K. E. Deming, Mr. S. T. Lockwood, Miss M. B. Patterson, and Mr. G. W. Rice. In the evening, A. J. Craig, Esq., of Palmyra, delivered an excellent lecture upon the School Law of Wisconsin. Messrs. Ogden, Conatty, and Rev. Messrs. Gridley, Hanson and Deming followed in short addresses.

On Friday, Prof. Ogden lectured upon Arithmetic, Grammar, and the management of Schools. Miss Deming, on behalf of the Committee on Resolutions, submitted the following, which, after remarks by Messrs. Craig, Ogden, Hanson, and others, were unanimously adopted:

WHEREAS, The achievements of Liberty and Knowledge are the legitimate inheritance of all, and our State, by its noble system of Free Schools, has recognized this right, and whereas the important trust of Teachers has devolved upon us, therefore,

Resolved, That, in the true spirit of this trust, we will, by all honorable means, endeavor to sustain, with credit, the dignity and importance of our calling.

Resolved, That that system of instruction which does not aim at the culture of the heart, and the moulding of the character, is destitute of its most important element.

Resolved, That we regard the labor of Dr. Barnard as heralding a more rapid elevation of the public schools of the State, and that we pledge him our hearty cooperation.

Resolved, That we appreciate the labor of those who have entertained us with instruction and addresses during the session of this Institute, and we hereby tender them our heart-felt thanks.

Resolved, That we tender our thanks to the citizens of Kenosha for their hospitality, and to the School Board for their liberality in making arrangements for the present session of this Institute,

Resolved, That we regard the system of township libraries as a fine feature in the progress of the educational facilities of this State.

Resolved, That we deem the State "Journal of Education" a pioneer in a good cause, and we will give it our support.

Prof. Butler, of the State University, delivered an admirable address, on Friday evening, upon the study of the classics.

Through the kindness of the citizens of Kenosha, a pleasant entertainment was prepared for the members of the Institute, in which all participated, after the lecture. Mirth and music, the "feast of reason and the flow of soul" very appropriately closed the intellectual labors of the week.

On Saturday morning Prof. Butler delivered a most interesting address on "Common-place books." It was original and racy, abounding in anecdotes, humor, deep thought, and valuable suggestions.

Thus closed the first Teachers' Institute held in Kenosha county. All who attended it expressed themselves satisfied and profited. The number of members was large; the interest was well kept up through the week; the instructors and lecturers from abroad were men of the highest ability; the citizens of Kenosha generously opened their doors for the entertainment of strangers, so that everything contributed to make it what a gentleman who was present through the week described it as being, one of the most successful Teachers' Institutes he had the pleasure of attending in Wisconsin.

BELOIT.

The opening lecture was delivered on Monday evening, Nov. 14th, by Prof. Butler, of Madison; subject—"Defence of the study of the Ancient Languages." His lecture was an able and brilliant effort; and his lecture on Tuesday morning, before the Institute, on "Common-place Books," was not less so, sparkling as it did with the wit and good sense of the author.

After the lecture, Mr. Ogden, of Ohio, who had been employed to take charge of the Institute, briefly stated the objects of such meetings, adverting to the mode of conducting them in the State, and to the benefits arising from them.

Prof. Russell, the renowned elocutionist of New-England, then presened the claims of good reading and speaking in his usually happy and masterly manner; after which the Institute adjourned to the College Chapel, the High School room proving too small to accommodate the members present.

In the P. M. Mr. Ogden presented the subject of Arithmetic, written and mental, showing that there is but one science of Arithmetic, but that there are different methods of pursuing it, such as the oral method, the written, and the purely intellectual. Each of the methods has its appropriate uses in educational economy. He closed with a synopsis of Arithmetical notation in all its bearings.

Prof. Russell then resumed his lecture on elocution, basing all true delivery upon the characteristic thoughts and emotions contained in the lectures read, or supposed to have been entertained by the author when writing the piece. This was illustrated by various modes of delivery applied to the same sentence.

The subject of Language Culture and English Grammar was then taken up by Mr. Ogden, in which he showed that all exercises of the schoolroom, and all intercourse, of whatever character, should be brought into service in teaching grammar; that about all the teaching necessary for younger pupils consists in guiding them in the right use of words and modes of expression. This can be done in *all* recitations, of whatever kind. Each one of the sciences, or branches of study, has a specific department of language to cultivate; and it may and *should* be rendered serviceable in refining and enriching the child's language, as well as his thoughts.

On Wednesday the same subjects were resumed by Messrs. Russell and Ogden, with the additional matter of Theory and Practice of Teaching, by the latter, in which he showed that all true theory and practice must be based, 1st, upon our knowledge of human beings, their physical, intellectual, moral, and spiritual natures; 2d, upon our knowledge of the various educational forces, suited to these several capacities at their different stages of growth; and 3d, upon our wisdom and skill in managing these forces, and in modes of application. This formed the basis for the discussion of the various school-room duties, which was resumed on the following day, but was interrupted, for the want of time, and by *other* circumstances.

Prof. Russell's lectures and exercises in elocution were resumed from time to time during the day, and were highly instructive and entertaining.

On Thursday the exercises were much the same, alternating between Elocution, by Prof. Russell, and Grammar and Arithmetic, by Mr. Ogden, except that Mr. Baker occupied an hour in some amusing and instructive arithmetical operations, in which he made some decided hits.

A part of Friday A. M. was occupied by Dr. Chapin in exhibiting some ingenious modes of teaching primary scholars, illustrated by an allusion to, and exposition of methods employed in teaching deaf mutes. The balance of the A. M. occupied by Messrs. Russell and Ogden in representing their respective departments.

Friday P. M. was occupied in general discussion of the various school topics which had claimed the attention of the Institute during the week.

Tuesday evening was occupied by Prof. Russell in a lecture upon the beauty and harmony of sounds, the wonderful properties of the human voice, and the importance and modes of its cultivation. He closed the exercises by some select readings and recitations, which were listened to with profound and breathless attention.

Wednesday evening was occupied by Chancellor Barnard in one of his stirring and powerful appeals to the educated and *educating* public, to rally to the rescue of the common schools, the foundation and feeders of the College and the University. His remarks exhibited the wisdom and experience of a lifetime spent in the study of the various institutions of learning, both in our own country and in Europe. He was listened to with marked attention. After which the audience were again entertained and instructed by Prof. Russell in elocutionary exercises, illustrative of the various styles of reading.

Thursday evening was occupied by Dr. Chapin in an able and practical address, in which he reviewed our educational system, showing the connection between the common schools, colleges and universities. His address will long be remembered by every earnest teacher.

Friday evening was occupied jointly by Mr. Baker, Prof. Havens, of Chicago, and Prof. Russell. Mr. H. made a capital hit on popular education, and was listened to with marked attention. The audience were

again favored with some excellent recitations by Prof. Russell; when, after some miscellaneous business, the Institute adjourned.

BARABOO.

According to previous notice, the Sauk county Teachers' Institute met at the Court-House in Baraboo, Oct. 31st, at 7 o'clock P. M., and was called to order by the President, W. H. Thompson, of Baraboo. Prayer by the Rev. H. Gregg. Chancellor Barnard was then introduced, and gave a very interesting and instructive address upon the educational interests of our State, importance of elevating our common schools, and closed by introducing to the audience Prof. John Ogden, of Cincinnati, Ohio, who was to conduct the exercises of the Institute. He made a few remarks, giving a general outline in which their exercises would be conducted, the deep interest he felt in elevating our schools, not only intellectually, but morally, and showing conclusively to every intelligent mind in the assembly, that not only the parents and teachers, but every person in the community were interested in this important subject. At the close of his remarks the assembly joined in singing Old Hundred. Adjourned till 8½ o'clock Tuesday morning.

On Tuesday morning the Institute was opened by reading scripture and prayer by Rev. Mr. Wyrick. A. T. Longly, of Newport, was appointed Secretary. Prof. Ogden then gave an invitation to all those who wished to become members of this Institute to give in their names. One hundred and twenty-five became members. After some very instructive remarks from the Prof., the subject of Grammar was taken up, and presented before the class in such a manner that all were much interested. One hour was spent in discussing the first principles of Arithmetic. Adjourned one hour and a half.

Afternoon session opened by a song from Mr. Gutterson. Prof. Allen, of Penn., then gave a very interesting address on Spelling, with illustrations. After a recess of fifteen minutes, Mr. W. S. Baker, of Madison occupied the remainder of the afternoon by practical illustrations of the importance of teaching the young, gestures, articulation, etc. Adjourned till 7 o'clock P. M.

Evening session opened by singing and prayer. The roll was then called, and the members answered to their names by giving a sentiment. Address by Prof. Allen, in which were illustrated many points of great interest, in his usual happy and forcible manner. Adjourned.

Wednesday morning. Reading the Scriptures and prayer by Prof. Hascall; the subject of Arithmetic taken up and explained by Prof. Ogden. After a recess of fifteen minutes, Prof. Hascall, of Delton, explained the principles of Orthography. Prof. Ogden continued the exercises by giving a short address on the subject of Human Culture, in which he portrayed, in its true light, the wants of a child, physically, morally, and intellectually. Adjourned.

Wednesday afternoon. Singing; questions upon reading, and remarks upon organizing and the government of schools, by Prof. Ogden.

Evening session opened by singing and prayer. Calling the roll, the members answering by sentiments. Song by Mr. Gutterson. Address by Prof. Ogden on the subject of Family and School Government, in which he showed himself master of this subject. Adjourned till 8½ o'clock Thursday morning.

Thursday morning session opened with singing by the choir, reading the Scriptures and prayer by Rev. Mr. Wyrick. Explanations of a general nature were then given to the class by Prof Ogden upon the different branches taught in our common schools, and the best method of teaching the same. Adjourned.

Afternoon session. Singing; explanations and exercises upon the black-board; analysis of Grammar, by Prof. Ogden; explanations in Penmanship by Prof. C. E. Clark, of Baraboo. Adjourned till 7 o'clock.

Evening session. Called to order by the President; singing by the Glee Club of Baraboo, under the direction of Henry Cowles; prayer by Rev. H. Gregg; singing by the Glee Club. The roll was then called by the Secretary, nearly all answering by sentiment. Singing. The citizens of Baraboo were called out, and promptly responded each with a sentiment. Prof. Ogden read the following questions:

1st. How can we prohibit profane and vulgar language in our schools?

2d. Is it necessary to prevent all whispering in schools? The best method of doing this.

3d. How can we secure punctuality and regularity of attendance at school?

4th. Is it proper to administer any kind of punishment in school? If so, under what circumstances to be administered, and the best method of doing it?

The first question was then discussed by members of the Institute and others, when, on motion of C. C. Remington, Esq., seconded by F. K. Jenkins, it was resolved, without a dissenting voice, that it was the sense of the meeting, that the true way to prevent the use of profane and vulgar language in our schools is, to discontinue the use of it at our homes and in the streets. Adjourned.

Friday morning. Institute opened by reading the Scripture and prayer by Prof. Ogden. The propriety of organizing a Teachers' Association of Sauk County was presented, when on motion, A. L. Burnham was called to the chair. On motion, voted that a committee of three be appointed to draft a constitution. The following persons were appointed: J. S. Hascall, J. E. Pillsbury, and Mrs. E. Pearson, with instructions to report at the opening of the Institute this P. M.

Prof. C. E. Clark gave a short address on the subject of Penmanship. Prof. Ogden then made some very practical remarks upon reading. Prof. Hascall read two pieces, by invitation; one piece was also read by

Miss A. Stetson. The remaining part of the forenoon was spent in general exercises. Adjourned till half-past one.

Friday afternoon. The President being absent, J. N. Savage was called to the chair. The committee through their chairman, J. S. Hascall, reported a Constitution, which was adopted.

Voted that all members of this Institute become members of the Association.

The following were then elected officers of the Association: Prof. J. E. Pillsbury, of Baraboo, President; J. S. Hascall, Dellton, Mrs. E. Pierson, Baraboo, Miss Mortimer, Baraboo, Vice-Presidents; A. T. Longley, Newport, Secretary; L. T. Linnell, Dellton, Treasurer.

The President, before taking the chair, made some very appropriate remarks, after which the Association adjourned. The remaining part of the afternoon was spent in discussing topics of vital importance to teachers. The following persons were appointed a committee on resolutions: J. S. Hascall, Albert Fox, A. P. Thurston, Miss B. D. Older, Miss L. A. Swain, and Miss C. I. Bosworth. Adjourned.

Evening session. Prayer by Rev. Mr. Wood. Calling the roll and responses, as usual. Prof. Ogden introduced the third question, with some very interesting remarks upon the importance of every child's being present the first day of school, the regular attendance through the term, and appealed to parents for their cooperation. Teachers and others joined in the discussion. The committee on resolutions reported the following, which were adopted:

Resolved, That we tender our thanks to Dr. Barnard, of the State University, Prof. Allen, Prof. Hascall, Mr. Clark, and others, for the kindness and promptness with which they have labored for our intellectual culture.

Resolved, That we feel ourselves under especial obligation to Prof. J. Ogden, of Ohio, for his faithful and untiring efforts in imparting to us instruction, and in explaining and simplifying those questions upon which we, as teachers, have found it so difficult to decide.

Resolved, That we who have received instruction at this Institute will unite our earnest efforts for the elevation of the standard of education, until such a system shall be established as shall raise man to his proper position as a rational, intelligent and responsible being.

Resolved, That we, the members of the Sauk County Teachers' Association, return our sincere thanks to the people of Baraboo for their kindness and hospitality in opening the doors of their public buildings and private residences for the accommodation and entertainment of the teachers assembled at this Institute.

Resolved, That we feel especially grateful to the committee of arragements for their prompt efforts in securing the comfort and convenience of members from abroad.

Resolved, That we express our thanks to the choir, and also the Glee Club of Baraboo, for their successful efforts in contributing by the sweet voice of social song to our entertainment.

Voted that the proceedings of this Institute be published in the Baraboo Republic. After singing the Doxology, and the Benediction by Rev. Mr. Wood, the Institute adjourned *sine die*.

GALESVILLE.

On Monday, October 24th, 1859, the Institute was called to order by Prof. Fallows, and, on motion, G. T. Freeman was chosen President for

the session, and Samuel Fallows, Secretary. Prof. Allen, of Penn., addressed the Institute on the subject of Teachers' Institutes. Prof. John Ogden, of Ohio, spoke on the subject of Education. Remarks were also made by Mr. Gray and Prof. Mason. The Institute then adjourned till 9 o'clock Tuesday morning.

Tuesday morning the Institute was called to order by S. Fallows; reading of Scripture and prayer by Rev. Mr. Ingalls. Prof. Allen addressed the Institute on the subject of Arithmetic. Prof. Ogden spoke on the subject of Grammar. The exercises were interspersed with singing. The Institute adjourned until 2 o'clock P. M.

Afternoon session. Roll called. Prof. Allen spoke on the subject of Geography, and Vocal sounds. Prof. Ogden spoke on the Science of Education and Vocal Culture. Adjourned till 7 o'clock.

The evening session was called to order by the President; roll called. Prof. Mason addressed the audience upon the subject of Education. Remarks were then made by Prof. Cook, Fallows, and Allen, and by Rev. Mr. Ingalls. Adjourned until 9 o'clock Wednesday morning.

On Wednesday morning the Institute was called to order by Mr. Fallows, and the roll called. Prof. Allen spoke on the subject of Geography and the best methods of teaching it. A short discussion was held concerning Mental Arithmetic. Adjourned until 3 oclock P. M.

In the afternoon Prof. Ogden spoke on the best means of securing the attention of scholars. Prof. Allen spoke on the subject of Primary Schools. Adjourned nntil 7½ o'clock.

In the evening the Institute was called to order by Mr. Freeman. The roll was called and the members responded by sentiments. Mr. Craig addressed the meeting on a system of Public Instruction suited to our State. Prof. Allen made some concluding remarks. The following resolutions were then adopted by a rising vote:

Resolved, That Profr. J. Ogden and C. H. Allen are entitled our highest commendations for their suggestive hints upon teachers' duties, and upon the topics that demand the teachers' attention in the school-room.

Resolved, That we are especially grateful to Prof. Ogden for his faithful assertion of the great principles that underlie all education—the development of the entire man, physically, socially, intellectually, morally and spiritually.

Resolved, That the citizens of Galesville are entitled to and do receive our warmest thanks for the cordial entertainment tendered us during the session of the Institute.

The Institute adjourned by singing the Doxology, and with Benediction from Rev. Mr. Ingalls.

On Friday evening Chancellor Barnard addressed the citizens of Galesville on General Education.

MILTON.

The Institute was organized on Monday evening, Nov. 7, by a lecture from Dr. Barnard, together with some remarks by Prof. Baker on the object of Teachers' Institutes.

On Tuesday morning, after the usual opening exercises, a few additional remarks were made upon the "Objects of a Teachers Institute." The remainder of the forenoon was occupied by William S. Baker in exercises upon Grammar and Arithmetic.

In the afternoon session the subject of Grammar was again resumed by Mr. Baker, who was followed by C. H. Allen, of Pa., upon the subject of Primary Geography. The session closed with a general discussion upon "The best means of securing punctuality in schools."

The evening exercises were opened by prayer, calling the roll, and responses by sentiments, followed by a lecture from Pres. Chapin, of Beloit, upon "The relations of language to education," which was an excellent production. The address was followed by remarks upon the same subject by Messrs. Whitford, Baker and Craig.

During Wednesday, Reading and Arithmetic were discussed by Mr. Baker, and Geography, Spelling, Composition and Declamation, by Profs. Whitford and Allen. The session closed with a discussion upon the following:—"Resolved that corporal punishment should be banished from the school-room."

Evening session; calling of roll and responses, followed by an able and well delivered address by A. J. Craig, upon "A system of Public Instruction"; also, remarks upon the same by Messrs. Gray, Whitford and Allen. By way of variety, E. B. Gray, of Whitewater, being requested, recited Burns' famous "Tam O'Shanter," much to the interest and delight of the audience.

On Thursday morning, by vote, the following message was despatched to Kenosha:—

From the two hundred and twenty Teachers in the Milton Institute to the Institute at Kenosha, greeting:—Hail! We greet you as co-workers in a noble Cause!

In about an hour the following reply was received, with enthusiastic applause:—

To the Teachers' Institute at Milton:—One hundred Teachers a Kenosha send to our Brothers and Sisters a greeting as warm as the lightning will bear. God prosper our noble cause and bless all its worthy agents and instrumentalities.

The exercises of the day consisted of discussions upon the best methods of teaching the fundamental rules of Arithmetic, by Profs. Whitford and Allen; also upon Physiology and Spelling, by Prof. Allen. Sub-lectures were delivered by Prof. Rockwood, of Milton, upon "Mental Arithmetic," by H. L. Sherman, of Whitewater, upon "Moral Culture," and J. R. Purdy, of Fort Atkinson, upon "School Government."

Essays were read by Miss E. C. Wyman, of Stoughton, upon "Perseverance," and by Miss Nettie Roberts, of Whitewater, upon "The health and habits of teachers."

At 3 o'clock P. M, Prof, Butler, of Madison, having arrived, he was introduced, and regaled the Institute with a lecture upon "The keeping of a Common-place Book," which, in point of brilliancy, was *the*

lecture of the season. It may only be compared to a revolving globe of diamonds beneath an artificial light, each revolution of which gives a more dazzling picture, and a more attractive sparkle.

Evening session. Calling of roll as usual. Lecture by Prof. Butler upon "The necessity of mental culture;" 1st, in a general sense, but mainly as applied to the teacher. By previous arrangement, the lecture was followed by a "Social," in which everybody and their cousins joined, and which all seemed to enjoy to the fullest extent.

There being much to be disposed of during Friday, the last day of the session, the following programme was announced for the day: 1st, Reading, by Prof. Francis Russell, of Mass.; 2d, Grammar, by Prof. Baker; 3d, Arithmetic, by Prof. Allen; 4th, general exercises and answering of questions, among which Prof. Allen took up the following subjects: Least Common Multiple; the Greatest Common Divisor; and the reason for inverting the divisor in division of fractions.

Fifteen minutes was taken up by Mr. Baker with a class of children, which he had formed, in some reading exercises, and by Prof. Beckley, of Milton, with the same class, upon Perspective Drawing, several of which he called to the board, where they did credit to themselves and teacher by drawing readily such objects as he designated, although they had received only five or six lessons. During his remarks upon Reading, which were of a very interesting and profitable character, Prof. Russell recited "The Raven," "The Falls of Lodore," and several other pieces, with masterly effect, adding greatly to the interest of the exercises. Some general remarks by Profs. Allen and Baker, and the adoption of the following resolutions, closed the session:—

Resolved, That we, the teachers associated in this Institute, tender our most sincere thanks to Chancellor Barnard, Prof. Allen, W. S. Baker, Esq., Pres. Chapin, Hon. A. J. Craig, Prof. F. Russell, Prof. W. C. Whitford, and Prof. Butler, who have so generously given their time and talents to promote the glorious cause of education in our midst.

Resolved, That our earnest thanks are due to the Principal and Professors of the Milon Academy for their welcome and entertainment as hosts, and their efforts as individuals to make our meeting interesting and profitable.

Resolved, That the choir, which has enlivened and inspired the daily exercises of the Institute by their sweet songs, are entitled to a cozy niche in our mémories.

Resolved, That two hundred and twenty teachers rise up with one voice and cry "Long live the citizens of Milton!" and may their well loaded tables and bright hearth-stones never b invaded by a less grateful company.

The following was then offered in behalf of the students of Milton Academy.

Resolved, That as members of the Milton Academy we feel that the present Teachers' Institute has been a source of the greatest benefit, as well as pleasure and interest, to us, both as teachers and taught, and that to the generous self-sacrifice of time and effort on the part of the managers, are we especially indebted for fresh aids, and incentives to more vigorous effort in the cause of education, and a higher standard of excellence in the profession of the educator.

MADISON.

The opening session of the Teachers' Institute for this city was held at the Assembly Chamber on Monday evening, November 21st. Notwithstanding the very unfavorable weather, the attendance was quite large. This Institute was the last of the series appointed by Chancellor Barnard, under the auspices of the Board of Regents of Normal Schools.

The speaking began with appropriate remarks from his Excellency, Governor Randall. He alluded to the munificent grants made by the General Government in aid of popular education, and pointed out to the teachers the important duties which devolved upon them as agents for the State in securing the ends of this bounty.

Chancellor Barnard then came forward and remarked that in the course of the proceedings of the present series of Institutes, over fifteen hundred teachers, and persons proposing to teach, will have been assembled in sixteen different places, scattered widely apart over the State, and will have availed themselves of the class instruction and lectures of experienced teachers, and have been hospitably entertained for a week by the citizens of these various localities. At least five hundred families had been reached, and schools and teaching made subjects of conversation for that period of time, and at least ten thousand people had been in attendance on the evening lectures, which had been given by many of the most eminent teachers and professors of the several colleges and high schools of the State. At least twelve hundred schools for the coming winter, with their forty thousand children, will be improved by the better qualifications of teachers, and the deeper interest of parents and school officers secured by this new and effective agency of popular education. These statistics show the two-fold character of the Institute—reaching at once the teacher and community, the school and the homes, thus making the work both broader and more permanent. Promising to pursue this topic at a later stage of the proceedings, the Chancellor closed by calling upon any of the Normal Regents, many of whom were present, to make such remarks as they chose.

None of those gentlemen responding to this invitation, Prof. Butler, of the State University, was announced, and delivered his very interesting address on common-place books, as helps to retain, recall, and increase our knowledge.

Nov. 22—The Institute met according to the notice given last evening. The first half hour was spent in opening exercises and enrollment of members, after which a brief outline of the objects of the Institute was given by Mr. Ogden. Mr. C. H. Allen followed upon the subject of Arithmetic, embracing Notation and Numeration. The last hour and a half were spent in the presentation and discussion of several points, by Mr. Ogden, as preparatory to a course of teaching.

The opening address for the afternoon consisted of remarks made by Prof. Allen on the best method of teaching Geography. At 2:45 the sub-

ject of English Grammar was taken up by Prof. Ogden, and discussed in an interesting manner. The lecture at 4 o'clock was by Prof. Butler, on the subject of "The Teachers Incentives to Mental Culture." Dr. D. B. Reid, late of Edinburgh, Scotland, and now Professor in the University, delivered the evening lecture, on "The benefits arising from cultivating Physical Science." Prof. Russell, who had been expected in the morning, was then introduced to the audience, and made a few introductory remarks on elocution, illustrated by some of his inimitable recitations.

The exercises of Wednesday morning were opened by singing and prayer. Prof. Russell next occupied the Institute with elementary instruction in elocution. After singing by the choir, Prof. Allen gave some instruction in the best methods of teaching Mental Arithmetic, illustrating various principles by forming a class and assigning them the performance of different examples. Prof. Ogden then gave some hints on the organization and management of schools.

After singing, the first address in the afternoon was delivered by Prof. Pickarts, on the art of teaching. Prof. Whitford, Principal of the Milton Academy, occupied the next fifteen minutes in making an earnest appeal to the teachers for greater enthusiasm in their schools.

The remainder of the afternoon was spent in singing, the answering of various questions by Prof. Allen, and elocutionary exercises by Prof. Russell, till 4 o'clock, when Dr. Carr was announced, and proceeded to address the teachers on "What we Breathe."

Prof. Bean, of Waukesha, delivered the evening lecture. He invited the attention of the audience to the subject of Language; not the ancient languages, nor the modern languages, but to those principles which underlie the forms of speech in every tongue.

The regular exercises were suspended on Thursday, it being Thanksgiving. The children of the city assembled at 2 o'clock, and listened to Scriptural readings by Prof. Russell, and remarks by W. S. Baker.

On Thursday evening the Institute repaired to the University, South Building, where they were received by the Resident Faculty, according to previous invitation, and cordially welcomed to the "sociable" of the occcasion. During the evening they were regaled by experiments in Chemistry and Philosophy, by Drs. Carr and Sterling, and last, but not least, by a well spread board, to which everybody did ample justice.

The address in the evening was listened to by a large audience, Chancellor Barnard doing justice both to himself and his subject. The music by the German choir, and also by Mrs. Reid, was excellent, as were the recitations by Prof. Russell.

The morning session on Friday opened, after singing and prayer, with further instruction in elocution by Prof. Russell, directed chiefly to the children of one of the ward schools. Accompanying these exercises, Mr. Baker gave them a short drill in making gestures with the arms, upward, downward, and obliquely, forward, backward, and to the right and left.

Chancellor Barnard announced that the pith of the proceedings of the various Institutes which had been held in this State would be published in a single volume, to be got out by subscription. In Massachusetts and Connecticut, the proceedings of each Institute were published separately, but he thought the plan proposed would work better here.

Mr. Allen spent the remainder of the forenoon in instruction in the best methods of teaching Orthography, and in answering questions which had been propounded by the teachers at various times during the previous days of the Institute.

In the afternoon, after singing, Mr. Beckley gave instructions in Perspective Drawing, illustrated upon the blackboard. Some of the pupils of the ward schools were present, and, after attending to the drawing, sang several pieces under the direction of Mr. Jones, teacher of vocal music in the city schools.

At the close of the recess, Mr. Tullis, Principal of the University Commercial School, gave a short lecture on Penmanship. The next quarter hour was occupied by Prof. Pickard, of the University, in a very satisfactory discussion of auxiliary verbs.

The lecture of the afternoon and evening was by Dr. Reid, upon Ventilation, illustrated by diagrams and numerous experiments.

A vote of thanks was passed, tendering to the "citizens of Madison the earnest thanks of the teachers from abroad, in attendance upon the Institute, for their kindness in furnishing us homes during the week, and for their efforts to render our stay among them pleasant as well as profitable."

At a later stage of the proceedings, Prof. Conover, Principal of the High School, replied to these resolutions in a very neat and happy speech.

Further resolutions were passed, thanking Mr. Main for the use of his piano, the Faculty of the University for their entertainment of the teachers on Thursday, and the choir of the High School for the excellent music which they had furnished during the session of the Institute, under the direction of Mr. Lovewell.

Thus closed the last regular Institute of the series. About one hundred and twenty-five teachers were in attendance.

Interesting Institutes of from two to four days continuance were also held at La Crosse, Waukesha, and Milwaukee, the exercises of which were of the same general nature as those already described. As these were not of the series regularly appointed by Dr. Barnard, pursuant to responses to the circular issued, and as we wish to close the account of the proceedings with this number of the Journal, we give no extended notice of them.

The number in attendance at the various Institutes, whose names have been recorded as members, is as follows: Appleton, 75; Baraboo, 125; Beloit, 150; Elkhorn, 175; Eau Claire, 31; Galesville, 40; Kenosha, 100; Milton, 225; Mineral Point, 67; Madison, 120; Richland Center, 60; River Falls, 70; Sheboygan, 65; Waupun, 120. There were at La Crosse about 35; at Waukesha, about 100; and at Milwaukee, about 100.

Superintendent's Department

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the December Number.*)

APPOINTMENTS, ETC.

Q. In case a District Treasurer forfeits his office by not filing his bond, when does the vacancy begin which must exist ten days before the Town Superintendent has authority to appoint?

A. The School Law (Sec. 16) provides that officers may hold office not to exceed ten days beyond the term of their office. The evident object of this provision is to cover the ten days allowed by Section 21 to the District Treasurer for making and filing his bond, and by Section 16 to other officers for signifying their acceptance. Therefore the vacancy in any office will not *commence* until the expiration of ten days from the annual meeting, for previous to this the old officers hold over. The vacancy will not then begin until ten days after the annual meeting, and for the next succeeding ten days, that is, until the twenty-first day after the annual meeting the Board can appoint; after this the right of appointment rests entirely with the Town Superintendent. The law being thus explicit, it necessarily follows that an appointment made by the Town Superintendent prior to the twenty-first day after the annual meeting, (in the case presented above, or in other cases of vacancy prior to the eleventh day after the vacancy occurs) or any appointment by the District Board after this date, will be void.

Q. In case one member of the Board shall resign, and his resignation shall be accepted, and prior to the filling of the vacancy by the Board, one of the remaining members of the Board shall remove from the district, can the remaining member fill the vacancies within the ten days allowed by law?

A. The general principle of law is that where a joint authority is given to a Board consisting of three or more persons, it must be construed as being vested in a majority of them, and not the entire authority in each. So that in the case supposed above, where the Board is reduced to less than a majority, the right of appointing ceases, and in such cases, if the Town Superintendent should immediately appoint, even before the expiration of the ten days, such appointment would be valid, as in this case there is no other appointing power that can be exercised prior to his, and rather than suffer an interregnum for ten days, the Town Superintendent may stretch his authority—if, indeed, it be any stretch—since by virtue of his office, he has the supervision of all districts in his township.

Q. In case officers are appointed, how long will they hold their offices?

A. Only until the next succeeding annual meeting, when a person must be

elected to fill the office for the remainder of the term, and not for three years. This point is not authoritatively settled in the School Law, but the general principle above given governs generally in our laws, except in cases specially set forth —the law being careful not to take the elective franchise from the people for a longer period than is absolutely necessary; and when, upon a seeming necessity, the authority of appointing officers is conferred upon other officers, their authority, being foreign to the spirit of our laws, must lapse as soon as possible; and the only reason of its ever being conferred being the inconvenience and expense of attending frequent elections. When this is done away, as at the annual meeting, the people resume their right of election. In case of most town officers, it is optional with the people whether they will permit the appointee to serve, or call a new election. We conclude, therefore, that, although there is no express statute regulating this matter, the spirit of the law will sustain the views above advanced.

Q. In case a Treasurer elected at the annual meeting fails to qualify within ten days, and his successor is appointed, who refuses to serve, when the elected Treasurer is appointed, will he hold under his election or under his appointment?

A. Under his appointment until the next annual meeting only. For, having forfeited his office by not qualifying, he cannot avoid this forfeiture by any subsequent qualification, or appointment, but he becomes, to all intents and purposes, as though he had not been elected.

Q. In case the annual meeting passes unnoticed, and an office thereby becomes vacant, can such vacancy be filled by appointment?

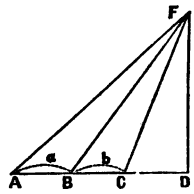
A. In such a case Section 13, Chapter 23, R. S., 1858, (School Law,) provides that the Board may authorize a special meeting, to elect officers, or, in case of their neglect or failure, that the Town Superintendent may call such special meeting. This section must be taken as qualifying section 40, which gives the Board or Superintendent power to to fill any vacancy that may occur, and as excepting this particular case, so that vacancies occuring in this manner are not to be filled by appointment, but by an election conducted as prescribed in sections 12 and 29.

S. H. CARPENTER,
Assistant State Superintendant.

MADISON, 12th Dec., 1859.

Mathematical Department.

Solution of Problem No. 30.—Let H be the starting point, C be the point at which A turns back and $x=B$'s progress. Suppose KC=the distance B travels in 9 days, which$=9x$. The whole distance A travels$=18\times22\frac{1}{2}=405$ miles, and $HD=22\frac{1}{2}x$; but as A travels the distance of KC three times, $405-18x=HD$; then $405-18x=22\frac{1}{2}x$, and $x=10$. E. H. JONES.



Solution of Problem No. 32.—The angle FDA, by the conditions of the problem, is a right angle, and as the angle FBD is the complement of the angle FAD, the angle AFD is also the complement of the angle FAD, and the angles AFD and FBD are equal, and the two remaining angles of the triangles, AFD and BFD, are equal, and the two triangles are equiangular. Again, let the angle $A=z$, then, by the conditions of the problem, angle $FCD=2z$, but the exterior angle $FCD=$the sum of the angles AFC and FAC. Subtracting the angle A from the angle FCD we find the angle $AFC=z$. Then the triangle ACF is isosceles, the side $AC=$the side CF. Let $CD=y$, $FD=x$, and by the conditions of the problem $AB=a$, $BC=b$, $AD=a+b+y$; and from the isosceles triangle we have $a+b=CF$. From the two equiangular triangles we have the following proportion: $AD : FD :: FD : BD$, or $AD.BD=FD^2$. Substituting for AD, BD, and FD their values, and we have $(a+b+y)(y+b)=x^2(1)$. From the right angle triangle FCD we have $(a+b)^2-y^2=x^2(2)$. Eliminating x, and reducing, we find $y=\frac{a}{2}$. Substituting for y in *e.g.* (2) and we find $x=\sqrt{\frac{3}{4}a^2+2ab+b^2}$, and the area of the triangle $FCD=\frac{a}{4}\sqrt{\frac{3}{4}a^2+2ab+b^2}$, and the area of BFD $\frac{b}{2}+\frac{a}{4}\sqrt{\frac{3}{4}a^2+2ab+b^2}$, and $AFD=\frac{a+b}{2}+\frac{a}{4}\sqrt{\frac{3}{4}a^2+2ab+b^2}$.

E. H. JONES.

Sotution of Problem No. 30.—It is evident that the distance A traveled in $22\frac{1}{2}$ days=the distance B traveled in $22\frac{1}{2}$ days+twice the distance B traveled in 9 days, because, after 9 days A traveled back as far as B traveled in 9 days, and then again pursued his journey and overtook B $22\frac{1}{2}$ days from the time they first set out. We learn that A traveled 18 miles each day, hence 18 miles $\times 22\frac{1}{2}=405$ miles=the distance A traveled in $22\frac{1}{2}$ days=the distance B traveled in $22\frac{1}{2}$ days+the distance B traveled in 18 days. Therefore, $405\div(22\frac{1}{2}+18)=10$, the number of miles B traveled per day.

L. CAMPBELL.

General Solution of Problem No. 19.—The space enclosed by the circumferences of three equal circles which touch each other externally is always equal to the area of an equilateral triangle formed by lines joining the centers of the three circles, minus half the area of one of the circles.

Hence, $A=\sqrt{3}\,R^2-\frac{3.141592}{2}R^2$, or $R=\sqrt{A\div .161255}$, in which R represents the radius of each circle, and A the area of the space inclosed by the three circumferences. The side of an equilateral triangle described about the three circles is equal to the diameter of the circles, plus twice the perpendicular of a triangle formed by lines joining their centres. Hence, $S=2R+2\sqrt{3}\,R=5.4641R$, in which S represents the side of an equilateral triangle described about the three circles. When the radius of a circle=1, the side of its inscribed equilateral triangle will be $\sqrt{3}$. Hence, $\sqrt{3}:1::S:\frac{1}{2}D$. Therefore, $D=\frac{2S}{\sqrt{3}}=1.1547S$, in which D represents the diameter of a circle circumscribing the triangle. In problem 19 A=160 sq. rods. Hence, $R=\sqrt{160\div .161255}=31.499+$ rods. $S=31.499\times 5.4641=172.1136+$ rods, and $D=172.1136\times 1.1547=198.7397$ rods.

L. CAMPBELL.

LAWRENCE UNIVERSITY.

EXAMINATION POINTS IN THE OUTLINES OF ELEMENTARY ALGEBRA.

The following will be interesting to teachers in our schools, and, perhaps, useful in their own class drilling:—

SECTION I.—(1.) *Axioms.* State and illustrate all the axioms of common use in algebraic reasoning.

(2.) *Symbols.* Show by examples the use of each of the following signs: equality, inequality; addition, subtraction, multiplication, division; vinculum, or parenthesis. If a sign has several forms, give each form.

(3. *Equation.* Define equation, write an example, and show what is meant by members. Define and illustrate transposition, clearing of denominators and clearing of coefficients, and give in full the reasoning applicable to each operation.

(4.) *Miscellaneous.* Define each of the following, and write examples: term, monomial, polynomial; additive number, subtractive number; numerical value of a polynomial; reduction of similar terms. Give the reasoning applicable to the latter operation.

(5.) *Addition.* Define algebraic sum, and state the distinction between it and arithmetical sum. Get the algebraic sums of several quantities,

numerical and literal, additive and subtractive; and in each case explain the operation.

(6.) *Subtraction.* Define algebraic difference, and explain the distinction between it and arithmetical difference. Get algebraic differences between several quantities, numerical and literal, additive and subtractive, and in each case explain the operation.

(7.) *Multiplication.* Define algebraic product, and give the distinction between it and arithmetical product. Form products of monomials, and explain fully the signs and coefficients and the literal part, in each result. State and prove the result when one factor is zero. Prove that the order of arrangement of the factors has no influence upon the value of the product. Extend the above principles to multiplication of polynomial by monomial, binomial by binomial, binomial by residual, and residual by residual.

(8.) *Division.* Define algebraic quotient, and give the distinction between it and arithmetical quotient. Divide a monomial by a monomial, and show clearly how you get the sign, the coefficient, and the literal part in the quotient. Also, divine a polynomial by a monomial, and explain as above. Show what is the effect, upon quotient, of increasing or diminishing divisor; of making dividend n times greater,—n times less; of making divisor n times greater,—n times less; of making both dividend and divisor n times greater,—n times less.

(9.) *Use of Vinculum.* Prove each of the following principles relating to use of vinculum, or parenthesis, and illustrate each by an example: 1st, Parenthesis preceeded by plus may be omitted without affecting the inclosed expression. 2d, Parenthesis preceded by minus may be omitted, provided we change sign of each inclosed term. 3d, Any quantity may be inclosed within a parenthesis and preceded by minus, provided the sign of each inclosed term be changed. The above principles are of great use in giving different equivalent forms to polynomials, in addition, and in subtraction. Write an example of each application.

(10.) *Powers.* Define power of a number, and give examples. Show how to indicate a power by use of sign of multiplication, and show how this expression may be shortened by use of an exponent. Explain clearly the precise meaning of this exponent.

Different powers of a same number are to be multiplied together; show how we may at once form the the exponent of the required product. A power of a number is also to be divided by a less power of the same number; show how we may at once form the exponent of the required quotient.

To be Continued.

Editorial Miscellany.

THE account of the proceedings of the series of Institutes held under the call and direction of Dr. Barnard, is finished in this number, and we shall hereafter give our usual variety of matter. The importance of the movement is our apology for occupying so much space with the proceedings, and our contributors must have patience, as their articles will appear in due time.

THE following summary of facts, collected in reference to the teachers in attendance upon the Institutes, will be of interest to all: Whole number in attendance whose names were recorded, 1425; No. who filled blanks, 992; No less than 16 years of age, 35; No, between 16 and twenty, 360; No. between 20 and 25, 377; No. between 25 and 30, 121; more than 30, 85 Born in New-York, 439; Wisconsin, 89; Vermont, 76; Ohio, 65; Pennsylvania, 44; Massachusetts, 41; Maine, 40; England, 33; New-Hampshire, 25; Illinois, 21; Connecticut, 16; Indiana, 13; Canada, 12; Michigan, 10, New-Brunswick, 6; Wales, Nova Scotia and Scotland, each 5; New-Jersey, Ireland, and Norway, each 4; Mississippi, Germany, Siam, Prussia, Missouri, District of Columbia, and Spain, each 1—964. Students of Universities, 98; Colleges, 64; Seminaries, 126; Academies, 343; High Schools, 203—834. Have taught less than 1 year, males, 105, females, 159—264; from 1 to 2 years, males, 79, females, 102—181; from 2 to 5 years, males 89, females, 83—172; from 5 to 10 years, males 27, females, 23—50; more than 10 years, males 30, females, 24—54. Have taught for less than $10 per month last year, males, 1, females, 88; from $10 to $15, males, 10, females, 138; from $15 to $25, males, 153, females, 106; from $25 to $35, males, 96, females, 30; more than $35, males, 19, females, 0. Who intend to make teaching a profession, males, 129, females, 170; have attended Normal Schools, 16; attended Normal Classes, 204; attended Institutes previously, 195; who own educational works, 213; who own Teachers' Library, 18; who have read one educational work, 206; more than one, 220; who subscribe for Journals of Education, 279.

FOND DU LAC.—E. C. Johnson, late of the High School of this city, has accepted a Professorship in Chicago University, and entered upon the discharge of his duties. Mr. J. has done a good work at Fond du Lac, and has left behind him warm friends, both in the schoolroom and the community. A faithful and efficient teacher, and one of the Board of Editors of this Journal, we are sorry to part with him, but give him our best wishes for his success in his new position. We have his promise that he will continue to take an interest in the Journal, and furnish matter for its columns. He is succeeded by Mr. S. H. Peabody, formerly of Philadelphia Polytechnic College, and late of Eau Claire, in this State, who has the reputation of a finished scholar, and successful teacher.

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MENTAL ARITHMETIC.

I think I may say, in the outset, that no study of such vital importance has ever been neglected so universally in our common schools as this. All of us remember where we first began to study "the science of computation by numbers," in that little book whose first lesson was to learn to count the stars in a certain triangular arrangement, where every side of the triangle counted ten, and how we studied, and counted our fingers to make correct answers to those progressive questions which came afterwards.

Well, so far, all right. But what followed? As soon as we were capable of telling how many times eight make forty-eight, we must have a slate and pencil, and another book, whose rules and principles were Greek and Latin to us, out of which to "cipher" like our large brothers. Here is the fatal step!

The idea of a scholar beginning to "cipher" when he is so young that he must have his pencil tied to his slate for fear he will lose it, in my humble opinion, is the height of folly, and should be tolerated by no teacher, under any circumstances. If scholars could never see a practical arithmetic until they were adepts in mentalizing, we should not see our seminaries and academies choked with stumbling, blundering mathematicians.

The greatest obstacle to be overcome in teaching any advanced branch of mathematics, is the almost universal dullness of scholars upon this particular point. In Algebra we find a wide field for mental operations, but so much neglected have been their mentalizing powers, that unless every part of an example is put in "black and white," even to its most minute

multiplication or division, they are left in a hazy mist of doubt and conjecture as to the right or wrong of the teacher's work. Now, I charge no blame upon the scholars, but upon their parents and teachers. Our common schools are the architects of the foundations upon which our academies and colleges are to raise superstructures, and if they are not upon the rock of correct fundamental beginnings, how can it be expected that the building will be easily reared, or finally established? Parents often dictate the position or study which they wish their children to take, where the teacher is the only proper one to dictate, for parents are always ambitious, and in their inordinate desire to see Johnny and Jimmy ciphering, or Sophia and Maria conjugating the verb "to love," they overlook the true attainments of their unintentionally abused children, while the teacher could look at the matter rationally, and without prejudices. Scholars have the idea that the sooner they are initiated into the mysteries of the slate and pencil the better, and their parents are ever ready to foster the propensity whenever they see it germinate.

Now, this is all wrong, for it is an incontrovertible fact that a thorough course in mental arithmetic is the best preparation a scholar can have for beginning any other branch of mathematical knowledge. By a thorough course of mental arithmetic, I do not mean the mechanical, hum-drum operations usually gone through in our common schools, but something more varied and extensive; something in which not only the tyros could be interested and instructed, but also the most advanced in school.

In our common schools it has become a mark of inferiority to be studying mental arithmetic; and how often do we see a fortunate—or rather, unfortunate—little fellow just graduated from the mental arithmetic class, exulting over and taunting a knight of the homespun coat and jacket, who is a whole head taller than himself, just because he cannot cipher and domineer over a slate and pencil? There is no common school in this State in which a mental arithmetic class, embracing the whole school, would not be of immense benefit, and, saving the feelings of those who are dabbling in the higher mathematics and learned languages, it seems to me that not a little good might be done by a similar class, even in our academies. Some might be indignant, and feel imposed upon, inasmuch as they did not "go away to school" to study mental arithmetic; but I will venture to say that after a week's trial they could be easily persuaded that the study, proper, was not any more for little boys and girls than for grown up ones. However much they may affect to despise the idea, facts warrant the assertion, that nine out of every ten need mental more than practical arithmetic. S. S. R.

MILTON, Nov. 5, 1859.

THE TRUE ORDER OF STUDIES.

BY PRES. HILL, ANTIOCH, OHIO.

(*Continued from the November Number.*)

To the second great division in the hierarchy of science we have given the name of Natural History. The word Physics might also have been used, but, in either case, the meaning of the term is to be so far extended as to include all the studies of the material world in its natural state. Inasmuch as matter is formed and governed in subjection to the laws of space and time, this study of the material world logically demands a previous knowledge of mathematics; and no natural phenomenon is understood until the geometrical or algebraical law, suggested and exemplified by it, has been, at least partially, comprehended. In proportion as the scholar's knowledge of mathematics is enlarged, his power of comprehending the physical universe is increased. And, inasmuch as a knowledge of geometry is the earliest mathematical acquirement, those parts of natural history which depend upon the perception of forms may be earlier acquired than those which depend on mechanical, chemical, or physiological considerations.

Thus, although the fundamental principle of our classification places mechanics before chemistry, and chemistry before biology, our fundamental principles of education allow, and require, some instruction in botany and zoology before any is given in chemistry or mechanics.

A perfect knowledge of animals requires a knowledge of the vegetable world, which is their food; a perfect knowledge of plants requires a knowledge of their chemical constituents, and of their chemical relation to the soil and to the air; a perfect knowledge of chemistry requires a knowledge of mechanical forces. Thus, in the hierarchy, mechanics is the first department of Natural History. But we must, of course, be understood as now giving to the word mechanics a much wider signification than usual. We are including the consideration of all those phenomena of nature that arise from mechanical laws, that is, from forces whose prime effects have been shown to depend on motion. A discussion of the boundary between mechanics and chemistry, showing, for example, why we place color under mechanics, and taste under chemistry, although interesting in a metaphysical view, and necessary for a clear understanding of the philosophy of our subject, will not be required in a purely practical consideration of the course of studies, such as we are now engaged upon.

There have lately been published several treatises on the philosophy of common things, some of which, although crowded with errors and puer-

ilities, have a very extensive circulation. Others, free from these faults, are defective from their not containing the most fruitful facts and principles of mechanics. It is not surprising that text-books on these subjects should be grossly deficient, when we recollect that in geometry and arithmetic, the oldest and simplest sciences, it has been very difficult to find perfectly unexceptionable treatises, and still more difficult to find teachers who will use the best books in the best manner. We trust that, through the increasing attention now given to education, and especially through the influence of normal schools, recognizing teaching as a distinct and high profession, we may hereafter have better text-books upon all subjects and also teachers capable of teaching in the best way, even if the manuals for instruction should be imperfect. In all departments of Natural History the best text-books are the objects themselves, of which you would teach.

The earliest instruction of a child in the direct principles of mechanics should begin, we think, at the age of seven or eight years, and at first be incidental, that is, founded on the occurrences of the moment. In his use of little bricks for building, for example, he will have practical lessons, from which the teacher may deduce and render clear to the pupil some of the principal properties of the center of gravity, and of the state of stable and unstable equilibrium. In playing with marbles and balls, opportunities occur for showing distinctly to a child the law of the composition of forces, the accelerating effect of a constantly acting force, the increase of momentum by the increase of velocity, and the like. The laws of elasticity, also, and of the reflection of motion, may be exemplified in the rebounding of balls, the return of echoes, and the use of mirrors. Of course, it will be worse than useless to give to the child simply stereotyped phrases, or vague and indistinct ideas, such as are too often found in popular text-books; but, if the teacher has himself clear ideas on these subjects, he will find the child eight or ten years old ready to receive them. Even the principal laws of optics, of acoustics and thermotics, may be incidentally taught. The optical toys, which are in almost every household, musical instruments, burning-glasses, and the phenomena of dew, rain, frost, and snow, will give the needed opportunities. Only let the caution be continually borne in mind, that it is much better to confess to a child your ignorance of a subject, than to attempt to give an answer to his question while your own views are ill-defined and unsatisfactory.

One of the earliest studies, commencing, perhaps, at the age of seven years, should be geography. Let it be taught, at first, by the aid of a globe, without reference to maps. The immense magnitude of the earth will be apprehended by the child only when, in later years, he has traveled distances that have an appreciable ratio to the earth's circumference. At first he must be content with understanding accurately its form and motions. In describing these, the teacher should be careful to use the globe

only as an illustration, not as though it were the thing of which he is speaking, else the child will never transfer his conceptions from the globe to the earth. In the course of thirteen years' service upon a school committee we have never found a teacher who gave to the scholars a clear conception of the physical boundaries between the five zones, and but few who even attempted it. The differences of climate and the number of degrees of extent are taught, but the child does not know what appearances of the heavenly bodies decide the position of the tropics and polar circles. Nor do we find that scholars in general gain any clear conception of the actual direction of places. Their views, being derived from maps, are necessarily errroneous. From one of the Holbrook Co.'s globes a child can readily be made to see that a straight line from one point on the globe to another, would always go through a portion of the earth, so that to point directly towards any distant place he must always point more or less downward.

The following extract from the instructions of the school committe in Waltham to the teachers of the sub-primary schools will serve as an example of the mode of teaching geography: "Begin with the globe; set it where the sun may shine upon it; bring Waltham to the top, and make the north pole point to the north. Lay a marble on the top of the globe, and show them that the light and shadow on the marble and on the globe are similarly situated. Explain the roundness of the earth; that it is only a bigger globe, under the little globe, as that is under the marble; and that the light and shade fall on it as they do on the globe and marble, making night in the shadow, day in the sunshine. Give them vivid conceptions of the size of the earth, by showing them how small upon the globe would be the landscape visible from Prospect Hill; how near to the point which represents Waltham would be the point representing the distant Monadnoc. Show them in what countries the sun is then rising, and in what setting, and where it is vertical, by simple reference to the light and shadow on the globe; and, after an hour's attention to other studies or amusements, return to the globe, and show them how the light has traveled round. Show them, according to the season of the year, whether the north or south pole remains in light or shadow all the day. Repeat this lesson at all seasons of the year, but especially do not forget it at the equinoxes and solstices. Explain how reflection from the globe diminishes the intensity of the shadow on the marble, and the reflection from the window-seat partially enlightens the under side of the globe, while there is no window seat under the earth to reflect light upon China and New Holland. Make the amount of reflection from the window-seat more apparent to them by covering it alternately with a black veil and a white handkerchief. In like manner, although the globe will, after sunset, be in the shadow of the earth, there is no larger body below the earth to cast a shadow on our antipodes.

"Take your children occasionally to walk; go on the hills; show them

how the presence of a brook or river can be foretold from the extent of the valley, the nature of the soil, and the kind of vegetations, whether forests or grass; show them the roundness of the earth from the increasing dip of the horizon, as you ascend; make them perceive how beautiful the illusion by which we always exaggerate vertical heights, and under-estimate horizontal distances; call their attention to the differences in soils, and in the rocks, and point out the effects of soil and of location upon vegetation."

The earliest lessons in astronomy may be given at a very tender age. As by the globe in the sunshine the best illustration of day and night can be given, so the idea of the moon and her motions is best communicated by procuring a ball a little over one quarter the diameter of the globe, and holding it about one hundred and ten times its own diameter from the globe. If now the moon is visible when the sun is shining, let the pupil lay the side of his head upon the globe, while the teacher holds the ball at the proper distance, in such a position that, to the child, it shall appear to be just over the moon. The sunshine upon the ball will appear to him to be of the same size and shape as the visible part of the moon. The endeavor in astronomy, as in geography, should be to lead the child's mind away from the illustration to the thing illustrated. for this reason it will be with difficulty that the school-teacher can go in astronomy to any advantage beyond the relations of the sun, earth, and moon. In order to give clear conceptions concerning the planets, stars, and nebulæ, the teacher must meet the pupils in the evening, when those bodies are visible. But it is of so much importance that the child should have early a distinct conception of the relations of the solar systems that few teachers would be unwilling to perform this extra labor. Astronomy and geography are to be used as the most powerful of all studies to develop the imagination; that is, the ability to conceive clearly and distinctly unseen phenomena.

Chemical relations are more abstruse than mechanical. It requires some maturity of mind in order to distinguish chemical compounds from mechanical mixtures; and yet, at the age of nine or ten years, the simplest phenomena of chemical change begin to excite the child's curiosity; and it will be greatly to his advantage if that curiosity is gratified with correct explanations and sound principles, instead of being lulled by a plausible pretence of explanation. Oxidation, especially in the forms of combustion and rust, is the most prominent instance of chemical metamorphosis, and will afford to the skillful teacher the opportunity of giving, in what we have called an incidental way, many of the fundamental principles of chemical affinity, atomic proportion, atomic combinations, the stability or instability of chemical equilibrium, and so on. We acknowledge that this implies a large amount of intellectual life in the teacher; but one who is intrusted with the direction of these earliest movements of the expanding mind should be a person not only of some acquirements,

but of some intellectual vivacity. Nothing more surely characterises a skillful teacher than the ability to seize upon the right moment and the right occasion for illustrating the principles which he wishes to impart. One perpetual danger, it must not be forgotten, attends these essays to give the first instruction to a child—the danger of extinguishing its natural thirst for knowledge. This may be done by diverting the attention to other themes, by discouraging or disgusting the mind with difficulties, or by communicating knowledge in such a way as to puff the child with the conceit that he now understands the whole science of which you have given him some of the simplest rudiments. The art of giving instruction may be compared to that of letter-writing, of which it is humorously said that the great secret is to make the recipient "wish there was more of it."

Inasmuch as botany, while it depends in its physiology upon chemistry, classifies plants solely by texture and form, a knowledge of the common weeds and flowers, trees, mosses and lichens, of the neighborhood, may be given to a child as soon as it is old enough to distinguish them. In the tabular view there is an accidental error, making the incidental instruction in biology commence at a later period than we should advise. From the day that the child enters the sub-primary school we should have it receive oral instruction, illustrated by living plants, if possible, or by dried specimens, or even by drawings, in systematic botany. At first the child may simply be taught to recognize the plants as individuals; so that he may be able to say, "This is a twig of sugar-maple, and this a sprig of white-birch; here is a bird-foot violet, and there a dandelion." But the plants must be recognized out of doors, as well as in the house, that the child may early learn to notice and enjoy the differences of form and color in the general appearance of the growing tree or plant.

In the first volume of Agassiz' Contributions to the Natural History of the United States, he shows that of the six divisions of animals (branches, classes, orders, families, genera, and species), the family is characterized by a resemblance of general form. There is, doubtless a close analogy in the principles of classification that must be adopted in botany, to those which Agassiz develops for zoology. As a general rule, the plants which belong to one family are recognized by a general resemblance of form in the flower, fruit, and seed; while, to distinguish a genus, attention must be paid to detail; and, in the formation of a class, attention must be paid to organization. Hence the family, both in botany and zoology, is the most apparent of the higher groups in classification, and the best adapted, by its obvious dependance upon form, to be the starting point for a child's comparisons. It is not to be brought, as an exception to this remark, that some of the great families contain tribes bearing no obvious resemblance to each other, but rather should this analogy to zoology be taken as an evidence of the necessity of elevating some of the sub-families in botany to the rank of families.

The second step, therefore, in botanical instruction should be to add to the name of the plant the name of its family, and a perception of the family likeness; so that the child can say, "This is a hazel; it belongs to the oak family, and shows its likeness to the oak in its catkins of staminate flowers, and in the involucre surrounding the nut; this is an alder, which belongs to the birch family, and shows its relation by having both its staminate and pistillate flowers in scaly catkins, having two or three blossoms under each scale." Of course, the teacher must remember the caution which we uttered, in speaking of chemistry, and not allow the child to think that a few words, such as those here given, can embody all the points of resemblance which characterize a family. Much less should the child be permitted to learn any truth of this kind by rote. Verbal memory has an important place in a true scheme of education, as we shall endeavor to show in our next article. But the very object of introducing geometry, botany, and zoology, into our course of studies is defeated, when the pupil is required to commit the words of the text-book, or formulas given by the teacher, to memory. Yet, so accustomed are some teachers to this mode of instruction, so incapable, apparently, of conceiving of any better plan, that we have known a teacher require her pupils to repeat the words of Dr. Gray's "How Plants Grow;" evidently thinking that she was using, while she was abusing, that excellent little book.

The book just named may be taken up, as the third step in botanical study, at the age of ten or twelve years. If deferred to a later period the study becomes distasteful, as the habit of observation becomes weaker from the distraction of the mind by other cares. It is easy to give to the child, during the ten years between five and fifteen, a perfect familiarity with three or four hundred species of common plants, such as he meets in every walk. This labor spread over so long a series of years would be by no means onerous; and the names and facts impressed upon the mind in that tender period will never be forgotten. If it be objected that there is no text-book prepared for the use of children too young to use "How Plants Grow," we reply that the plants themselves should be the text-book. The only artificial help in teaching botany to children in the sub-primary school, which, we think, would prove really valuable, would be a series of thirty or forty charts, each containing the illustrations of some one important family,—magnified drawings of the peculiarities in the organs of fructification characterizing each family,—with perhaps a drawing of a few of the common species.

Zoology is not forced upon the child's attention so frequently as botany in the natural world. Yet, from the motion, and still more from the intelligence, of animals, they are even more interesting to the child than plants. Moreover, although physiology demands a knowledge of chemistry, yet the classification of animals, like that of plants, depends principally upon organic structure, and upon the relation of the creatures to the outward world. The child of five years old is, therefore interested to

notice the difference between animals, and to learn their names. In a country school-house, in the month of May or June, it may be that the songs of thirty or forty different species of birds are heard in the course of a single day. It would be no waste of time, but, on the contrary, a thing of inestimable value, should the teacher enable his pupils to distinguish these birds by their song, learn their appearance and habits, and the families into which they are grouped. The fear is sometimes expressed, by our poets, lest a scientific acquaintance with flowers should destroy their beauty; and lest the song of the bird might have less melody when the songster had had been burdened with a barbarous Latin name; but among our acquaintances we have not found these fears realized. On the contrary, a thorough scientific acquaintance with the beautiful objects of nature only increases the pleasure which we take in beholding them. The syntactical parsing and metrical analysis of an ode will not injure our appreciation of its melody and its sentiment, provided the composition has true lyric merit. The beautiful in nature will bear the closest criticism, and the longest investigation, without ever "palling upon the sense." "Nature," says the Concord seer, "never became a toy to a wise spirit." The wisdom and beauty, embodied in each organic work of nature, is "not only vast, but infinite," so that there is no possibility of exhausting it.

The insects in any given country are, at least, as numerous as its plants. The mysteries of insect transformation, the wonderful mechanical instincts that many of them display, the brilliancy of the colors of some, and the pertinacity with which others thrust themselves upon our notice, render insects peculiarly fitted to engage the childs attention, and to serve as a basis for incidental instruction in zoology. In this class of animals the orders are more conspicuously distinguished than the families; and it will, perhaps, be best to content one's self, at first, with teaching the child to refer insects to their orders. Insects are so easily preserved in their natural appearance, that we should suppose each school might have a small collection of the most common species to be seen in the neighborhood, grouped in their orders and families, to serve as a reference for any insect which the child might catch and bring in. We are aware of the vastness of the field of zoology, and of the impossibility of a child learning to regnize more than a very small proportion of the insects of his neighborhood. Yet, on account of this very magnitude, we would say, let his attention be early directed to this field; so that, if it should prove to be one in which he is peculiarly fitted to labor, he may have the advantage of an early beginning. We would also repeat the caution to be exact in the ideas which are given to the pupil. The main object in these first scientific lessons must be to induce the spirit of exact, patient observation; calling the child's attention to differences as carefully as to likenesses, and to the fact that the likeness in one part does not necessarily imply a likeness in other parts. The foliage of two trees may be almost identi-

cal, while the flowers and fruit are exceedingly diverse. While this spirit of patient and exact observation is cultivated, general principles, already discovered by the inductive philosophy, and firmly established, may incidentally be placed before the mind of the pupil, a clear guide to his sense and reason.

Comparative anatomy will thus be naturally begun at an early period. The homology of the parts in vertebrate animals with those of the child's own body will naturally be the subject of continual lessons, and the difference between these, or the organs of insects and crustaceans, must also be pointed out. Human anatomy and physiology have been introduced into many of the schools of New England during the last fifteen years with very great zeal; they would be much more effective, more interesting, and more valuable, if they were preceded by the lessons concerning which we have now given these brief hints. It is against the course of nature to call the child's attention too early to the functions of his own body. A better result, intellectually and morally, might be attained if the teachers and parents took care of the diet and exercise of the child, his clothing, and the temperature and ventilation of the rooms in which he sleeps and studies, until at least the age of thirteen to fifteen years. The mind would then have been prepared by previous studies for understanding the subject intellectually, while the greater development of the observing powers would prevent the danger of premature and excessive habits of mental introversion. The study of our own bodies approaches nearer to psychology, forming a natural introduction to it, and should, therefore, come last in the studies of Natural History. The study of anatomy and physiology naturally and inevitably leads the child to a psychological investigation into the facts of consciousness involved in the exercise of many of the functions of his own frame. In the tabular view the words Anatomy and Physiology ought to extend into the first year of the high school.

The importance of beginning botany and zoology in the very earliest years of school life, as we intended to have placed them in our tabular view, cannot be fully estimated without taking into consideration also their connection with the other branches of education. The habit of constant, attentive observation, surely learned in no other way than through early practice in these sciences, is of immense value in every walk of practical or speculative life. The habits of animals, and the manifestation of their various gifts of instinct and intelligence, are the best stimulants and aids to psychological research, as we intend hereafter to show. So, also, in theology, there is nothing more certainly adapted, in a scheme of intellectual education, to foster reverential views of the being and providence of God, than to observe the lilies of the field how they grow, and to consider how He openeth his hand and satisfieth the desire of every living thing. But this consideration will be brought again into notice when we approach the fifth division of our hierarchy.

In their relation to the mathematical and to the artistic culture of the child, botany and zoology have also a peculiar value. Leaves and flowers, and insects, are admirable objects, from which the child may make his first attempt at drawing,—and the forms of organic life constitute the most beautiful of the unsolved problems which are now presented to the geometers of our race. The pressed leaves and mounted insects, kept in the school-room as types and standards for botanical and zoological reference, may also be used as drawing-patterns of the highest excellence. The insects could not be safely removed from the glass case in which they should be kept; but the pressed leaves, as being more easily replaced, if injured, might be taken to the child's desk, or to the blackboard. Nor is it unworthy of notice that the exercise of recognizing birds by their notes is of great value in the cultivation of a quick and exact musical ear.

Finally, among the prominent advantages of this early introduction of the study of Natural History, must be placed the fact that it accords with the child's tastes, as well as with the natural order of intellectual development. All children are pleased with crystals, plants, flowers, insects, birds, and beasts, and are interested in intellectual and spiritual truths only when dressed in living figures. By following, therefore, the example of Nature, and speaking in parables to those who cannot understand the truth in other forms, we not only adopt the most successful mode of conveying the truth, but one of the most efficacious of all modes to afford the child the means of present and future happiness.

Of the course of instruction above the primary schools we need not particularly speak, since the general principles are easily applied to the whole course. We should simply say, that, in proportion as the pupil's mind enlarges, the course of physics should deal more with general laws, and less with the details by which those laws are established. This is, of course, on the supposition that the education is designed for the general purposes of liberal culture. Physics and Natural History have been unjustly neglected in many plans of education; but it would, by no means, restore the course of study to a right balance, if, after introducing these sciences in their proper place in the earlier years of school life, we should afterwards allow them to expand and fill the years of the collegiate term, when the student ought to be more fully employed in political, psycological, and theological inquiries. In the grammar and high school, after a proper preparation in the younger grades, we can readily give as much of the mechanical sciences as it is profitable to teach to those who have no special aptitude for the studies. With the preparation now given in the primary and sub-primary schools, this is impossible; and a part of the collegiate course is of necessity occupied in giving instructions in the physical sciences better adapted to children than to youth. The preparation of such excellent text-books as Guyot's Earth and Man, and of Agassiz' and Gould's Zoology, is thus rendered a thankless work; these books

which are adapted for the widest usefulness, are, by the insufficient preparation of the younger scholars, confined to a few of the more advanced high schools and academies. Changes in the system of public education are usually made with difficulty, and it is, doubtless, well that it is so; since otherwise our schools would suffer even more than at present, from the eccentricities and errors of those who have control over them. At present the legal guardians of the school, the teachers, the scholars, and the parents, constitute four classes, who resist any change, whether for better or for worse. In the changes which we are, in these papers, advocating, the difficulty will be still greater, from the fact that the proposed alterations imply an alteration from the very beginning of the educational course; and our views concerning the high school are perfectly impracticable, unless the children in the high school have been from infancy accustomed to exact observation, rapid and accurate conception, and familiarity with the results of cautious and sound inductive reasoning. So far from this being the case in the ordinary schools, that we may more truly say the child is taught to neglect observation, to abstract his mind from things to books, to repeat words without clear conceptions, to adopt the results of hasty and unsound speculations. If the reader think this language too strong, let him reflect that into not one school in a thousand are crystals, minerals, plants, insects, etc., brought for examination;—let him remember that among the teachers not one in twenty even knows the difference between a moss and a lichen, a bug and a beetle, a moth and a butterfly, and not one in fifty but would reprove a child for bringing such things into the school-room;—let him recall the fact that, in spelling, the child is systematically taught to deny the truth of his own sense of hearing; so that, by the age of fifteen, nine-tenths of our children have begun to hear, in the spelling and in the pronunciation of words, sounds that do not exist, and not to hear sounds that are distinct;—let him remember that, in the majority of schools, drawing is not taught, and, when taught, it is usually drawing from a copy, so that it feebly exercises the observing powers, or it is inventive drawing, which does not develop the observing powers at all;—let him remember how much time is given to arithmetic, not to counting beans, arranging them in groups, etc., but to abstract arithmetic, which, even in its so-called practical examples, usually excites the conception only of the names of number, or of the appearance of the Arabic notation; to arithmetic, which was introduced into the primary schools only after a long struggle against the tyranny of grammar, and has now become King Stork more intolerable than than the King Log;—let him remember that geography is the only science of observation in our schools, and that geography is often a mere getting of words by rote, and even at best, in the primary schools, only occupied with the observation of maps, instead of the observation of things;—let him remember all this, and he will, at least, see how poorly the primary and sub-primary schools prepare the child for any scientific studies in the grammar and high school.

For this reason, in all these papers, we occupy ourselves more especially in indicating what we conceive to be the true mode and time of beginning each study, and pass by the studies of the high school and college; not that we take less interest in the studies of the more advanced student, but because we are convinced of the absolute necessity of beginning well, if we would produce the highest educational effect. Each day's mental state depends, in part, upon the previous education; and we cannot say how early this process of education begins to influence the mental development. For our part, however, we have long held, what we find to have been the opinion of Comenius (Amer. Journ. of Ed., vol. v., p. 281), that education begins before birth, and is received through the mental and physical condition of the mother.

MORAL AND RELIGIOUS INSTRUCTION.

"He that opposes moral and religious instruction in our schools is a virtual enemy to himself, to the world, and to God. When the world is fully enlightened it will thrust such a one from society, even as Vulcan was thrust from Heaven for defending wickedness.—*A. Pickett's Opening Address before the Teachers' Association at Madison.*

What a mass of bigoted inhumanity is condensed in these few words? Why go so far back as to borrow a lame likeness from the Greek Mythology? Why not burn "such a one" at the stake of the Christian Dominicans? Could not any one oppose "the moral and religious instruction in our schools," because he thought it was not in the right place there? And now I declare myself such a heretic, or outlaw, regarding religious instruction, of course expecting a less severe judgment of the enlightened world.

According to Webster, the words "moral," and "religious," are of a quite different meaning, and ought not to be used as synonymous. Morality is the complex of all virtues, and should be taught everywhere; while religion always refers to a certain creed which a certain portion of makind has about a Supreme Being, or God; although every religion has its code of morals, which is embodied in and adapted to that creed. Morality belongs to all men alike—is the same with all men, while religion embraces only those who participate in the same creed, or idea of God. If, now, in a commonwealth like ours, men of different religions have the same rights, as citizens, how is it possible that any religious instruction could be given in the common schools? It is utterly impossible; and, therefore, the Constitution of the United States, and of our own State, guaranteeing the freedom of conscience, forbids all sectarian instruc-

tion; yea, the Statutes bind the Superintendent of Public Instruction, under oath, to oppose the same, and to see that no sectarian text-books are used in our schools.

But every religion, compared with other religions, is sectarian, and this word by no means comprehends only the different confessions and denominations of a certain, *i.e.*, of the Christian religion. The freedom of conscience, however, cannot be encroached upon by the vote of the majority, because it is the inalienable birth-right of man. Nobody will dispute the above-stated averments, either regarding the logic or the etymology. We find, however, down East, the legal enforcement of using the Bible as a text-book of morals, of teaching religious piety, and of opening the schools with prayer. And even here, out in the far West, we meet everywhere with the intention to follow suit. The Superintendent of Public Instruction, as well as many of the teachers of Wisconsin, The Journal of Education witnessing this fact, urge the conversion of our free common schools to sectarian institutes of the Protestant confession of the Christian religion, by making similar propositions. Are not, then, the Catholics right, who oppose openly the free common school system in order to have their portion of the public funds for school purposes assigned to themselves for Catholic schools? Have not the Jews, a considerable and honorable portion of our citizens, the same right? Are not the Pagans, or even Atheists, entitled to the same demand? Common justice would answer—they are.

But, can this be done without destroying our whole free common school system, which works so admirably, notwithstanding it is tinged with that religious atmosphere in some parts of the country? Let us save that glorious system untouched, as the Constitution guarrantees it, in order to avoid the union of Church and State as a Church-establishment, wherewith the freedom of conscience is lost, and then, of course, every social and political liberty is gone. All these things,—praying in Congress and Legislatures, praying in schools, laws to enforce the holy keeping of the Sabbath, religious instruction in schools, the use of the Bible in the same as the word of God—are, indeed, but preparing the way for such an event. He who has felt the incubus of a Church-establishment himself is best prepared to judge about that liberty-destroying monster. But the union of Church and State, and the baneful influence of the Church, which the same wields over the masses by the religious instruction in the common schools, is the reason that despotism holds the people of Europe in shameful bondage, is the sole reason of the possibility of its existence.

And another very important argument against religious instruction in schools should be very well considered. The question might arise, which confession of the Christian religion would come victoriously out of the quarrel which would necessarily follow if religious instruction was introduced in schools? Would it be Protestantism, with its many denominations, whose very principle of free inquiry destroys any authority? or

would it not rather be Catholicism, centralized in the authority of the church, and strengthened by that so infinitely? Have we not already the show of a grand Catholic officiating at the opening of Congress? Do we not see our President and Cabinet present when Archbishop Hughes dedicated a Catholic church in Washington?

We ought to do what we can to keep the mind of the young generation free from any religious influence, at least, in schools. We owe it to the names of the immortal framers of the Constitution. We owe it to our descendants, who have a right to expect that we deliver to them the liberty which our ancestors won for us.

And, again, I ask, have they more morality down there where they have Bible reading, prayer, and religious instruction in schools, than here, where they have it not? The statistics of prisons, and poor-houses, and of crime generally, answer in the negative. Why, then, in the name of common sense, should we give an opportunity for religious quarrels by favoring an unconstitutional introduction of religious instruction in our free common schools? I shall abstain from giving the incompatibility of the Bible, as a reading book in schools, or as a text-book for morals, and simply ask if there is any teacher in the whole country who would take the responsibility of giving that book into the hands of his pupils indiscriminately without burdening his conscience with the fear that the unsuspecting mind of the young reader might receive impressions which would spoil it for a lifetime? The prayer at the opening of the school, is, at the best, a waste of time which ought to be devoted to other ends, for a pupil, attentively reading the Bible, could soon prove to his teacher that the Bible itself forbids public prayer; the philosophical mind of another could puzzle the teacher by asking how prayer could encroach upon the eternal laws of nature. A third, perhaps, a little versed in politics, would show its unconstitutionality.

At length religious instruction can be given by any teacher, but according to his special religious creed, except he be a hypocrite, or, what is the same, a knave, and is, therefore, sectarian anyway; thus constitutions and statutes forbid the same. The address of Dr. E. G. Kelly before the Essex County Teachers' Association, at Danvers, Oct. 14th, 1859, treats the same subject; and I agree generally with him, although I disagree with him somewhat concerning the Bible. You may read the address in the Newburyport Herald, or an extract from the same in the Boston Investigator of Nov. 30th, 1859. B. O. ZASTROW KUSSOW.

CEDARBURG, Ozaukee Co., Dec. 4th, 1859.

IT often happens that those are the best people whose characters have been most injured by slanders.

TEACHERS' EXAMINATIONS.

The commencement of every new school year brings with it a season of teachers' examinations—I do not mean the annual farce of calling the teachers together to see which can answer correctly the greatest number of set questions, and where, as at all school examinations, the most brazen faced always come off with "the highest honors"—(as though there could be any true test of a person's "ability to teach" aside from actual trial in the schoolroom)—that is not the examination I refer to, nor the one I deem most important; but rather that rigid *self*-examination, that close scrutiny into the heart, scanning well all its secret springs of thought and action, that every true teacher must feel who realizes as he ought the importance of the position he occupies.

To the mind of the teacher, often, and especially at the beginning of each term, such questions as these will arise: Do I fully realize the extent of the influence I daily exert over these youthful minds? that day after day impressions are made that never can be effaced? Am I careful that as the mind expands, and new thoughts and facts are being constantly received, that these shall be intermingled with such as are calculated to make the scholar better as well as more learned? Are his moral as well as intellectual and physical powers being properly educated? Above all, am I sufficiently watchful over myself that every thought, word and action as exhibited before my pupils, be such as may be safely imitated?

The teacher's mission is an important one. In the schoolroom impressions are received and characters formed that last through life—nay, more, that will endure as long as the mind itself shall exist. Each day is as it were, a blank page upon which ineffaceable characters are to be written, and he who would rightly enter upon its duties should himself first receive instruction at the feet of the Great Teacher. F.

HOME CONVERSATIONS ABOUT SCHOOL.

Now, my dear children, come, we will sit down together and talk for a few moments about school. Your mother has a great deal to do this morning; hurry; get together quickly; I have no time lose. It is Monday morning—washing, dinner, and the duties of the week say there must be no delay. You are now for the first time to leave home for direct instruction. I shall be thinking about you and praying for you all day; and oh! how anxious I am to have you obey your teacher, and set a good ex-

ample for the rest of the pupils. I have spared no pains to teach you the principles of correct action. I believe, aye, I *know* you are truthful. You know what it is to equivocate, and yet, I am happy to know that you have not learned to do so. You have heard vulgarity and profanity in the streets, and from children with whom you have played, and yet you are free from the use of it. You go now among boys and girls who may not have had the care and attention bestowed upon them that you have. Your mother will not be there to watch the influence of all the novelties, and warn you of the dangerous ones.

You may hear improper language; you may see queer actions, some may be unfair in their play—they may deceive and prevaricate; others may be abusive if you do not enter into their sports; if you do not approve of all they do, they may be offended, and laugh you to scorn. You will not be entirely unprepared for this. They may call you cowards and ninnies, if you will not box or throw each other down. You will have thoughts and feelings after this which you have not had before; remember them. I hear that Miss Newcomb, who is to be your teacher, is a lady of experience, rare qualifications, and extraordinary refinement. I shall make her acquaintance very soon. From what I hear she will exact the strictest obedience, and upon the slightest misdemeanor. See to it, dear children, that you encourage her by perfect conduct, noiseless study, and ready attention. Remember her instructions of to-day. Retire now into your closets, ask God to guide you by the influence of his Holy Spirit to do what is right; watch yourselves closely, and this evening bring me a clear report.

Now a kiss—good bye—away to your closets, and then to school.

SALARIES OF FEMALE TEACHERS.*

"THE same amount of labor should be remunerated with the same amount of money, whether the work be performed by man or woman." This sentiment has been most courteously forced upon me that I may present it in such a light as to place before your minds some thoughts for the consideration of the members of this Association. I am aware in so doing I am only bringing old truths to your remembrance; for the subject is one on which it would appear that every idea possible had been long since advanced. But, although it has been agitated, and so long

* Read before the Walworth County Teachers' Association, Dec. 27th, 1859.

agitated that both sides seem nearly, if not quite, threadbare, I conclude there must be some part—it may be in its very center—which has not yet been reached, or you would not have desired its discussion here. Every enterprise or department of labor or trade should be remunerated in proportion to the amount of capital employed. This *all* will admit, and, therefore, it simply remains for me to apply it to my subject. We mention first the expenditure, in a monetary view, requisite to prepare persons to impart instruction, in a given degree, is the same in each individual case. Also, that the time necessary to the full development of those faculties of the mind which are absolutely essential to our improvement in any one thing, and without the proper expansion of which there can be no true teaching, must be equally long. Again, the labor expended in bodily toil, the closeness of application, rigor of discipline, and every other demand, must be dealt out under the same stern rule, let it fall on man or woman. If, as some claim, the weaker vessel doctrine be applicable to the mind of woman, it must, of necessity, require more capital of time, labor, and money to raise her to the position requisite to the performance of the equal amount of labor demanded. If this be true, that the same amount of outlay of money, time, and labor be demanded to prepare a woman for the work of teaching as to prepare a man, then most certainly ought she to receive equal remuneration.

It is a sentiment to which the heart of man responds in nearly every act of life, "that we recompense according to the good done." If I snatch a child from the flames, and thus save his life, although at the same time endangering my own, am I not deserving of as many thanks as hough I possessed the sterner qualities of a man? If, in any given instance, woman is deserving of as great an amount of gratitude as man, is she not as much entitled to an equal recompense where it is presented in a tangible form as material aid? This holds true in all cases, whether in the labor of the mind, or body, or both. Take, for example, teaching. Is not the same benefit derived by the pupil when the instruction is imparted by a woman, with all the gentleness and affection known only to her, as when by the coercive power of man?

What is the true object of teaching? Is it not inciting to right action by culture of right principles implanted in the mind and heart? The heart, which is the fountain from which emanates every desire, either of good or evil, *must* be reached. The cause of error must be removed before we begin to work against its effects. The seeds of vice and ignorance already germinated within the heart, must be eradicated, and in their place the tree of knowledge must be rooted and grounded, which shall produce the friuts of Virtue, Truth, and Justice. The mind is placed in the hands of teachers, "as clay in the potter's hands," and they mould it as they

will. They elevate it and expand its desires and capabilities to the capacities and enjoyments of an angel, or they destroy all that is good within it, and make it a demon. This can only be done by line upon line, precept upon precept, example upon example, by being in reality what we seem to be. We must be instant in season and out of season, never wearying of well doing.

Who more fitting to do this great work aright than woman? That woman can more effectually reach the heart than man, is granted by all. Let a man gain the affection of a child, to the very best of his ability—there are chords which can be vibrated only by the gentle touch of woman; there are doors within their heart of hearts which are too sacred for the entrance of any save woman. If, then, woman is capable of doing the same amount of good, she ought to be remunerated accordingly. We ask not for woman's rights as they are loudly called for by some; we seek no admittance to your Halls of Congress, and Legislative bodies—such we leave for men to fill. But we not only ask, but *demand* that where we perform the same amount of labor that you do, we may be equally rewarded. Give us this and we are content to toil on in our noble work, and so educate the youth that we may speak through them; that we being dead may in and through them live. And we ask it as a right,—for, if the conclusions which have been drawn are true, then, in all Justice, woman should be remunerated the same as man for an equal amount of labor performed.

LIZZIE BRADFORD.

THE QUIET SLUMBER.

Lay him gently to his rest;
Fold his pale hands on his breast;
From his brow—
O, how cold and marble fair—
Softly part the tangled hair:
Look upon him now!
As a weary child he lies,
With the quiet, dreamless eyes,
O'er which the lashes darkly sweep,
And his lips the quiet smile—
The soul's adieu to earthly strife—
And on his face the deep repose
We never saw in life.
Peaceful be his rest, and deep:
Let him sleep.

No tears for him! he needs them not:
Along life's drear and toilsome road
Firmly his manly footsteps trode,
Striving to bear his weary lot,
With such a pride upon his brow,
With such a pain within his heart,
The firmness of a manly will
Vailing the secret smart.

O, it is well the strife is o'er,
That thus so peacefully he lies,
Unheeding now the bitter words,
The cold, unpitying eyes.
Fold his mantle o'er his breast;
Peaceful be his sleep, and blest:
Let him rest.

No sigh to breathe above his bier,
No tear to stain the marble brow;
Only with tender, pitying love,
Only with faith that looks above,
We gaze upon him now.
No thought of toil and suffering past—
But joy to think the task is done,
The heavy cross at last laid down,
The crown of glory won.

O, bear him gently to his rest—
O, gently heap the flowery sod,
And leave his body to the dust,
His spirit to his God.—*Student and Schoolmate.*

ÆSTHETIC EDUCATION.—III.

SOME OF ITS RESULTS.

Thus, in these random articles on art, have we endeavored to show, I., its unappreciated utility,* and II., the practicability† or the possibility of making it universally useful. In the present number we propose to pre-picture the possible results of universal æsthetic education.

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* February No., 1859. † June No., 1859.

There is a conceivable state of society in which humanity has its whole nature educated—all the powers developed to the greatest possible perfection. In this possible state of society the education of the innate faculty of enjoying the beautiful would not have been neglected. In such a community we could not say what art would be, but we think it would not be what it is at present,—full of the tricks and peccadillos of pseudo orators. In painting there will not be such a passion for old works, merely because they are old, not because they contain any "lost art," but are verily no better than the daubs the house-painters palm off as "originals." In sculpture we should have less of hideous and more of the loveable, and that in a less stilted style. In architecture—the natural outgrowth of beauty upon utility, and the only art, except music, cultivated to any extent in this country—there would not be so much ostentation, and so little real fitness. There would not be such utter disregard of the harmonies of form and color. Architects would not be so culpably ignorant of that architectural language which has been eliminated from the forms of nature by the toils of nations for ages,

"And graven in the rocks forev.r."

If they understood the language of their art, there would not be in rural architecture this perpetual discord and expensive war between nature and this art; in public architecture there would not be so much senseless ornamentation, and the true ornament would not be covered by broad, black, and glaring signs, which perform the same office for the street the showman did for the picture when he said: "This, ladies and gentlemen, is a picture of Daniel in the lion's den. Daniel may be easily distinguished from the lion by the green cotton umbrella he carries under his arm." Perhaps there is a necessity for these unarchitectural signs; they certainly perform the prime office of masks, showmen, and green cotton umbrellas. If so, they should be woven into the architecture so as to make a harmonious whole. In poetry, in music, in engraving, in dancing, in landscape-gardening, indeed, in all art, if art is all that elevates, refines, and ennobles the life. There would be less that is arbitrary, and more of the spirit of republican institutions—an exultant liberty.

„I dream of all things free, of a gallant, gallant bark
That sweeps through storm and sea like an arrow to its mark;
Of a stag that o'er the hills goes bounding in its glee;
Of a thousand flashing rills—of all things glad and free.
My heart in chains is bleeding, and I dream of all things free."

We have said that art is the only universal language. It is not only so, but it is the only door left open to the minds of oppressed millions,—

it is the only vehicle for the conveyance of free thought to their cultivated but ignorant minds. It treads upon an avenue which tyrants dare not, cannot obstruct. Let us fill this vehicle with all that makes our country, our institutions, our history, grand and glorious. Let us have a new school of art, "an American school," which shall be as grand as our prairies, as free as our institutions, as progressive as our history. Let us but do our duty to and through art, and we shall send an earthquake wave under the propped up monarchies of Europe, which shall topple them into oblivion, that eternal prison house of the past.

There is dawn upon the horizon as well as darkness. The sad privation of Ruskin should be transposed. There is the dawning of a brighter day. I see it in the last great work of "the great Church." I behold it in some of the works of the American sculptors. I hear in the lovely psalm of the Quaker poet:—

> "And so the shadows fall apart,
> And so the west winds play,
> And all the windows of my heart
> I open to the day."

G. B., ARCHITECT.

Superintendent's Department

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the January Number.*)

Q. In the division or alteration of districts, can the Town Superintendent draw an order upon the Treasurer of the District whose territory has been diminished, in favor of the District formed by him?

A. He can not. The law provides that, when a new district is formed in whole or in part from one or more Districts possessed of a school-house, or entitled to other property, the Town Superintendent shall, at the time of forming such new district, ascertain and determine the proportion of the value of the school-house and other property justly due to such new District. Deducting from this amount the same proportion of any just debts due from the old District, the Town Superintendent must certify to the District Board of the old District the balance, as the amount justly due from it to the new District. Upon receipt of such certificate,

it is the duty of the District Board to assess and collect, by tax upon the taxable property of the District, the amount certified by the Town Superintendent, in the same manner as other District taxes are collected. As soon as collected, the money must be paid over to the new District.

Q. How must the money, collected and paid over as above, be used by the new District?

A. It must be used in building a school-house, and for no other purpose. The amount received on account of each individual tax-payer, ascertained by determining his proportion of the taxable property set into the new District, may be passed to his credit in abatement of any tax levied for building a school-house.

Q. If the amount received on account of any individual tax-payer exceed his proportion of the tax levied for the purpose of building a school house in the new District, can he draw the balance in money from the Treasury of the new District?

A. He can not. The money paid to the new District on his account can be used for no other purpose than for building a school-house.

Q. Has any person, set from one district into another already organized, any claim upon the district from which he was set, on account of his interest in the property in his former district?

A. He has not. It is presumed that interest acquired in the District to which he is attached will balance any loss of interest in property in the District from which he is removed.

Q. Does Section 54, School Code for 1859, or Section 54, Chapter 23, Revised Statutes, refer to apportionment made by State or Town Superintendent?

A. Evidently to apportionment made by by Town Superintendent, as the State Superintendent apportions only to Towns and not to Districts.

J. L. PICKARD,

State Supt. Pub. Ins.

NOTICE.

As it is my purpose to visit, so far as possible, the several counties of the State, I hereby invite correspondence upon the subject with officers of County Teachers Associations. Address, J. L. PICKARD, *Madison, Wis.*

Mathematical Department.

Solution of Problem No. 17.—Let $\frac{x^2}{y}$=the first number, x the second, y the third, and $\frac{y^2}{x}$ the fourth number; then from question $\frac{y^2}{x}-x=24$. Clearing of fractions, $y^2-x^2=24x$. From another condition of the question, $\frac{x^2}{y}+\frac{y^2}{x} : x+y :: 7 : 3$; which converted into an equation equals $\left(\frac{3x^2}{y}+\frac{3y^2}{x}=7x+7y.\right)$ Clearing of fractions and dividing by $x+y$, $3x^2-3xy+3y^2=7xy$. Transposing, $3x^2+3y^2=10xy$; multiplying equation first $(y^2-x^2=24x)$ by 3, and subtracting the product from equation second $(3x^2+3y^2=10xy)6x^2=10xy-72x$; dividing by $2x$, $3x=5y-36$, $x=\frac{5y-36}{3}$; substituting this value of x for x in equation first, and clearing of fractions, $9y^2-25y^2+360y-1296=360y-2592$; Transposing, $16y^2=1296$. Then $y^2=81$, $y=9$. From equation first $x^2+24x=81$. Adding 144 to both members $x^2+24x+144=225$. Extracting square root, $x+12=15$, $x=3$. Then $\frac{x^2}{y}=1$, and $\frac{y^2}{x}=27$. The numbers, then, are 1, 3, 9, 27.

W. B. Ryder.

Solution of Problem No. 17.—Let x be the first number, xy the second, xy^2 the third, and xy^3 the fourth. Then, by the question, $x+xy^3 : xy+xy^2 :: 7 : 3$. Therefore, $3x+3xy^3=7xy+7xy^2$. Dividing by x, transposing and factoring, gives $(y-3)(3y^2+2y-1)=0$; from which we find $y=3$. According to the problem, $xy^3-xy=24$. Substituting in this equation, the value of y gives $x=1$. Hence the required numbers are readily found to be 1, 3, 9, and 27.

L. Campbell.

Problem No. 34.—A cone 3 feet in diameter at the base, 150 feet altitude; required the length of a rope 1 inch in diameter commencing at the base and coiled around so as to cover the entire surface of the cone.

Darwin Woodward.

Problem No. 35.—Required the greatest rectangle that can be cut from a semi-ellipse, the greater diameter of the ellipse being 10 inches, and the less 6 inches.

Problem No. 35.—Given $x^2+x\sqrt{x}=\frac{5}{\sqrt{x}}-8$ to find x.

Problem No. 36.—The number of cubic feet in a certain globe added to the number of square feet in a circle of the same diameter is equal to 1000 diminished by twice the diameter of the globe. Required the diameter of the globe and the area of the circle.

Ed. Journal.—I send the following rule, found in Geometrical Progression in Adams' New, and other arithmetics, requesting an explanation of the reason of said rule: "When the first term, the ratio, and the number of terms are given to find the sum or amount of the series, raise the ratio to a power whose index is equal to the number of terms, from which subtract 1, divide the remainder by the ratio, less 1, and the quotient, multiplied by the first term, will be the answer." We know that the above rule will give the required result, but why? Why do we raise the ratio to a power whose index is equal to the number of terms? Why do we subtract 1? Why do we divide the remainder by the ratio, less 1? Why multiply by the first term? It is too common a practice to be satisfied with getting the pupil so that he can perform the examples by the rule, and leave the reason of the rule unexplained, when the reason is what is most wanted. W. R. Patchin.

[We are obliged to omit a number of problems and solutions on account of delay in obtaining the necessary cuts.—Ed.]

Music.—There is something very wonderful in music. Words are wonderful enough; but music is even more wonderful. It speaks not to our thoughts as words do: it speaks straight to our hearts and spirits, to the very core and root of our souls. Music soothes us, stirs us up; it puts noble feelings into us; it melts us to tears, we know not how; it is a language by itself, just as perfect in its way as words: just as divine, just as blessed.—*Kingsley.*

Editorial Miscellany.

PERSONAL.—Having received an appointment to the office of "Assistant Superintendent of Public Instruction," the undersigned has tendered to the Board of Editors his resignation of the position of Resident Editor of the Journal, and his connection with it will cease upon the selection of his successor. Until such selection, he will continue to exercise a general supervision over the publication of the Journal, and will employ competent persons to perform the necessary labor. All communications relating to the Journal may be addressed as heretofore, "Journal of Education, Madison, Wis.," and the private address of the undersigned will, until further notice, be "Madison," instead of "Palmyra," as heretofore. A. J. CRAIG.

MADISON, Jan. 10th, 1860.

BURLINGTON, Racine Co.—We learn from the Gazette that the Union School opened for the winter term on the 9th ult, with two hundred pupils, and more in prospect.

LAWRENCE UNIVERSITY.—The winter term of this excellent University commenced on Thursday of the present week. We are informed that the University has never before opened with so large a number of students as the present Term. Parents! Appleton is the place to send your children.—*Appleton Crescent.*

DANA P. COLBURN.—In our last issue we noticed the sudden death of this gentleman, and we now quote the following brief notice of his career from the New Hampshire Journal of Education:

"Mr. Colburn was born in West Dedham, Mass, in 1824. At the public schools he was marked for his earnestness in study, and his fondness for mathematics. At the Normal School in Bridgewater he attracted the attention of the Principal, the late Mr. Tillinghast, and of Mr. Mann and Dr. Sears, by both of whom he was employed to instruct in the Teachers' Institutes of Maccachusetts. In 1855, when only thirty-one years of age, he was appointed principal of the R. I State Normal School, which, although a new institution, had already, under his management, taken a high rank, and attracted to itself many pupils from other States. He had prepared several text-books upon Arithmetic, all strikingly marked with the characteristics of his own felicitous method of instruction. His mind seemed to reach conclusions with the rapidity of intuition; and yet the reasoning process was always there, and he could trace it out, and lead the charmed and wondering pupil through it. And yet, he was not a mere mathematician. Hearing him in-

struct a class in any department, you would think that must have been his favorite study. A correspondent of the Providence Post very truthfully says: 'He had a singularly quick and alert mind, great professional enthusiasm, a transparent countenance and kindling eye, a fine command of apt language, and great powers of illustration, aided by extensive knowledge both within and outside his special circle of studies. With these rare gifts for teaching, and a high reputation as an author, he was far from being a pedant or book worm. He had fine conversational talent, ready wit, and a fondness for the play of ideas and words, as well as for manly sports and social gatherings, which made him a favorite companion in many widely different spheres of acquaintance. All these qualities seemed in him the natural overflow of an uncommon fullness and exuberance of life, which must seek expression alike in faithful performance of duty, and in all the sportive activities of his leisure hours.'

"With large plans for a busy and joyous life, in the prime of early manhood he has been smitten. He was working well. Those who knew him best, believe that, being fully prepared for his sudden departure, he has entered the eternal rest."

GLOBES.—It is pleasant to observe that artificial globes begin to be appreciated in this country. Hitherto they have been much neglected, even by those who take a deep interest in education. In Europe the fact has been the reverse, especially on the continent. There is scarcely a respectable family of literary or scientific taste in France, Prussia, Bavaria and Saxony without at least a terrestrial globe, which is considered necessary to read even the daily journals intelligently. In the same conntries there is scarcely a school at all without a pair. No sooner has a German or French child learned the definitions in his geography than his young mind is exercised on the artificial globe, so that the relative distances of places may be indellibly impressed on his memory. In recent years, England has gradually, though too slowly, been introducing the same plan. Our turn has come at last; and when we begin we do things in earnest. It is quite a favorite habit in the North to sneer at Southerners for their alleged neglect of education; yet there are few unprejudiced persons, who visit the wealthy classes in both sections of the country, who will not admit that, generally speaking, Southern gentlemen have much better private libraries than the same class in the North. Dr. Mackey said, in a recent lecture at Edinburgh, that he saw more artificial globes in private residences in the slave States than among the same number of population in the North, adding that Northerners had taken the hint, and were now introducing globes into the common schools. This is true, and it is an example worth imitating. The few that were used here in former years were imported from England or France. Now they are manufactured on an extensive scale at home, by Moore & Nims, Troy, N. Y., whose Franklin Globes have elicited the highest praise from our most respectable journals. Their sixteen inch bronze pedestal stand pairs are models in elegance, beauty of finish, and accuracy, and have been pronounced, by the best judges, as at least equal to any specimens ever imported, either from Paris or London. These give the isothermal lines of

temperature, the deep sea soundings, the new discoveries by Barth, Livingstone, and others, in Africa, the recent divisions and boundaries in Central America, Australia, and the Arctic Regions. In a word, they are engraved up to the present time. We had intended to give our views, in brief, of the great practical value of some of the various problems in astronomy, as well as geography; which can be performed with little trouble on the globes, by any person of ordinary intelligence; we will, however, make some future observations on the whole subject, which may not be uninteresting to our readers.—*Richmond Whig.*

TOBACCO—A WISE REGULATION.—The Janesville Gazette says that the Board of Education of that city has adopted the following rule in relation to the use of tobacco in the schools of that city: Any pupil attending the public schools of Janesville who shall chew or smoke tobacco, in any of the school buildings in said city, shall be suspended. This suspension will be continued until satisfactory evidence is given that the offence will not be repeated. The rule, it will be perceived, extends to all the schools of the city.

SCHOOLS IN TEXAS.—We quote the following in relation to the schools and school system of Texas from the columns of the Kenosha Tribune & Telegraph, which has a correspondent in that State :—

"Texas has no regular school system, nor can a country so sparsely settled as this have a very perfect one. There are no organized districts, and no law about schools, except concerning the distribution of the public money, and reporting the scholastic population, and schools taught, etc. The State has appropriated two million dollars, and one tenth of the annual State taxes, besides the land grant, as a school fund. The interest accruing from this is the general school fund, and is apportioned, every September, among the different counties, according to the scholastic population. The county courts then pay the tuition of orphans and children of indigent parents, not to exceed ten cents per day for actual attendance for the year past, according to their daily attendance at school.

"All of the schools are, in fact, private schools. The public generally furnish the school buildings, and the teacher teaches at a regular tuition per pupil, and receives his pay from his patrons, excepting the indigent pupils, and those are at his option to take or not. The teacher must report to the county court the patrons of his school, and the number of days each patronises, whether indigent or not, and get the indigent tuition, and that is all he has to do with law, other than his own. The Schools generally commence in September, and continue forty weeks, and are divided into two equal sessions. The general rates of tuition are the following: common country schools, $1.50 to $2.00 per month; high schools (which are by far the greater portion,) primary classes, $10.00 to $12.50; intermediate classes, $12.50 to $15.00; high classes, $15.00 to $20·00; music on piano, melodeon or guitar, $20.00 to $25.00; languages, vocal music, painting, drawing, wax and fancy work, each $5.00 to $10.00 per session for twenty weeks.

"The country schools will average from fifteen to thirty pupils each; the city schools more, according to their popularity. A teacher, to do well here, must not be shifting about, but stay in one place.

"There are some fine schools in the State, but none of them are producing the good that they would, was there more unity. Generally the sexes are separately educated, and the schools are the pets of the different churches, which, together, causes much discord. Paris, a city of two thousand inhabitants, has six different schools, and each for itself. Could they all be united into one good union school there would soon be seen much difference in the pupils, though some of the present schools are highly spoken of.

"When I commenced I did not intend to write much on this subject, but I have filled my letter with it; so "bear with me and mine infirmities."

"Yours Respectfully, BADGER."

GRADED SCHOOLS.—We hear of the establishment of new schools of this class in many parts of the State, and the attendance of pupils in all the schools seems to be considerably increased. At Prescott, Pierce Co., (as we learn from the Transcript) the school opened on the 1st ult., with 175 pupils in attendance, which number has been considerably increased since. Mr. Hatch is principal, assisted by one gentleman and two ladies. At Brodhead, in Green Co., they have a flourishing school, under the Superintendence of Rev. W. Cochran, assisted by Miss E. Walker in the intermediate, and Miss Cull in the primary department. The Reporter speaks very highly of the condition of the school, and of the qualifications of the teacher. The schools in Janesville, Beloit, Kenosha, Racine, Waukesha, and Milwaukee are sustaining their well-earned reputations, and, so far as our exchanges give any information, or we have been enabled to obtain it from individuals, the Schools of the State generally were never in a better condition.

PENNSYLVANIA NORMAL SCHOOL.—After a careful examination of the buildings, grounds, and facilities for instruction, by a competent committee appointed for that purpose, the Superintendent of schools, on the 3d of December last, officially recognized the Lancaster Normal School, located at Millersville, as a State Normal School for the 2d District composed of the counties of Lancaster, York, and Lebanon. We extract from the Pennsylvania School Journal the following description of the grounds, buildings, departments, etc.:

"The grounds comprise the required ten acres, fronting the Millersville turnpike on the east and south. They are well fenced, and a portion graded and planted. When the grading and other ornamental and useful arrangements contemplated shall be completed, the outdoor means for amusement, exercise, and improvement will be ample. A strong, never-failing spring rises near the west end of the buildings, and a rivulet traverses the whole length of the grounds from north to south, ensuring at all times a liberal supply of pure water.

"The buildings are all of brick, covered with slate, and though erected without

uniformity of design, (being the result of three different additions to the first structure,) yet they are well adapted to the objects in view, and in full conformity with the act of assembly. The south front is 160 feet in length, with three wings or extensions northward averaging 100 feet. It is three stories high, with an attic and basement. This portion is occupied by the male students' apartments, the large Lecture Hall, the recitation rooms, the library, the refectory, and the steward's apartments. The east front is 252 feet long, embracing the recent extension. This last named part is 112 by 40 feet, and four full stories, with an attic and basement. The main stories are devoted to the female students; and, like the building occupied by the gentlemen, are laid out in long wide halls, or corridors, with sleeping apartments on each side. It also contains a guest parlor, and apartments for such of the professors as are in charge of each story. The basement is occupied by the model school. The fifth or attic floor, 112 by 25 feet, is the Ladies' Gymnasium, which is to be supplied with all the apparatus proper for healthful physical exercise. From this room a stairway leads to an observatory on the roof, large enough to accommodate a whole class, and commanding a rich view, quite characteristic of the country.

"The Model School room is 50 by 40 feet, and is a most beautiful and convenient school-room. Connected with it are four recitation rooms and a private room for the Principal. It is furnished with one hundred desks and chairs made of cherry. The blackboard surface amounts to 1200 square feet. The different subjects of study are explained and illustrated by means of globes, maps, charts, models, and various other kinds of apparatus. The number of pupils is sixty,—as many as was desirable the present term, and other applicants were accordingly excluded. The branches taught are the alphabet, pronunciation, spelling, reading, writing, drawing, vocal music, geography, grammar, arithmetic, and the history of the United States. There are about thirty class recitations daily. The classification, government, and general management of the school are under the direction of the Principal of the Model School, who remains all the time in the schoolroom, except when business calls him to one of the recitation rooms.

"The plan of this Normal School provides that, 'The graduating class of the normal course, and such other students of the scientific and classical courses as desire to obtain the teachers' diploma, become the Faculty of the Model School, and do its teaching.'

"The members of the senior class have all been students in the Normal School for a considerable length of time, and have all attended courses of lectures on the theory of teaching, and, now as a class, they are doing the practical teaching of the Model School. All the members attend the opening exercises of the school, after which, during the day, each studednt-teacher hears such recitations and at such times as suit the necessities of the school. Each student-teacher is at present engaged in teaching for one hour daily, and in that time hears two classes, These are changed every month with the view of giving more general practice.

Mutual visitations take place among the student-teachers before these changes take place, in order to harmonize their methods.

"The principal of the Normal School spends two days in each week in the Model School, for the purpose of witnessing the methods of teaching, and the skill with which they are applied. The student-teachers meet the Principal of the Normal School on each alternate day for a class recitation in the practice of teaching. The order of the exercises at these meetings is as follows: first, inquiries on the part of the student teachers in reference to points of difficulty in teaching; second, remarks by the principal upon the observations made in his visits; third, methods of teaching each branch of study, considered in detail and with respect to the principles upon which all methods must be founded.

"The recitations of the student-teachers in the Normal School are so arranged that they do not take place while the student-teachers are engaged in the Model School.

"The following are said to be among the advantages of a Model School, conducted according to this plan: 1st, a high degree of class interest is created on the part of the student-teacher. 2d, the recitation of the student-teachers, to the Principal, gives point and system to theio teaching. 3d, such watchful inspection guards both the interests of the student-teachers and their pupils. 4th, the pupils in the Model School are well taught, and are not subject to the experiments of the ignorant and untrained. 5th, it secures six months to the student-teacher in which to practice the art of teaching. 6th, the members of the class engaged in teaching do not lose any recitations in the Normal School.

"The course of instructiou in the Normal School proper, consists, first, of the Preparatory Course, embracing the more advanced departments of the same studies pursued in the Model School, except vocal music and drawing, together with elementary algebra, natural philosophy, physiology, and the history of the United States.

"Secondly, the Normal Course, which students with a fair knowledge of the branches of study required by law to be taught in Common Schools, can enter upon and graduate in two years, and receive a diploma from the State. To all except experienced and successful teachers, an attendance upon two courses of lectures on teaching, and practice in the Model School during one term, are indispensable to graduation. The studies are: First term—Orthography and Etymology, Reading and Elocution, Writing and Drawing, Geography, Mental Arithmetic, Written Arithmetic, Grammar, Vocal Music. Second term—Reading and Elocution, Writing and Drawing, Physical Geography, Higher Grammar, Elements of Algebra, Philosophy, Theory of Teaching, Vocal Music. Third term—History of the United States, Algebra, Elements of Natural Philosophy, Rhetoric, Geometry, (five books,) Theory of Teaching, Book Keeping. Fourth term—Geometry completed, and Plane Trigonometry, Elements of chemistry, Botany or Zoology, Practice of Teaching.

"Thirdly, the Scientific Course, in which students graduating in the Normal course, or entering with the required preparation, can continue their studies for

three terms, and graduate in the scientific course. It is the design of this course to prepare Teachers for English high schools. The studies are: First term—Higher Algebra, Analytical Trigonometry, (half term,) Spherical Trigonometry and Surveying, (half term,) Ancient History, English Literature. Second term—Conic Sections and Analytical Geometry, Modern History, or Acoustics and Optics, Mental Philosophy, Geology. Third term—Differential and Integral Calculus, Astronomy, Moral Philosophy, Analytical Mechanics.

"Fourthly, the Classical Course, which is designed to prepare teachers for Classical High Schools. To be admitted to the Freshman class, a student must possess a thorough knowledge of Geography, English Grammar, Arithmetic, Elements of Algebra, History of the United States, Latin and Greek Grammar, Cæsar (two books), Virgil (four books of the Æneid), Greek Reader, and two books of the Anabasis. The following are the studies: *Freshmen.*—First term—Anabasis, Sallust and Ovid, Higher Algebra, Rhetoric; Second term—Iliad, Livy, Geometry, (five books,) Zoology or Botany. *Sophomore.*—First Term—Memorabilia, Cicero, Geometry Completed, General History; Second Term—Herodotus, Horace, Trigonometry and Surveying, Chemistry. *Juniors.*—First Term—Select Plays of Sophocles, Juvenal, Conic Sections and Analytical Geometry, Geology; Second Term—Select Plays of Euripides, Tacitus, Differential and Integral Calculus, Astronomy. *Seniors.*—First Term—Select Plays of Æschylus, A Play of Terence, Acoustics and Optics, Mental Philosophy; Second Term—A Dialogue of Plato, A Play of Plautus, Mechanics, Moral Philosophy.

"The methods of teaching are those which seem best adapted to train teachers who need at least three things: 1st, A thorough knowledge of the branches of study they propose to teach; 2d, The best methods of teaching those branches; 3d, ability to instruct—to lead the young mind judiciously from the known to the unknown. The natural order in which the various branches of knowledge and the different parts of the same branch should be studied, is regarded; and, then, students are required not only to know thoroughly, but *to tell* what they know in a clear and logical manner; the peculiar object of normal educational institutions being to train persons to be skillful in imparting instruction.

"In the duties of the class-room, the Model School, and the Refectory, the two sexes associate as in a well regulated family. Their lodging rooms are in separate buildings, and their association on other occasions is under a careful supervision and wholesome control.

"The Faculty of instruction are: J. P. Wickersham, A. M., Principal, and Prof. of Mental and Moral Science, and of the Theory and Practice of Teaching Edward Brooks, A. M., Prof. of Mathematics and Vocal Music. E. B. Weaver, Prof. of Natural Science. M. D. Wickersham, Principal of the Model School. A. R. Byerly, A. M, Assistant Prof. of Ancient Languages. D. H. Herr, Prof. of Drawing, Penmanship, and Book Keeping. Mrs. H. Marie Brooks, Teacher of Music on the Piano. Miss Mary J. Augee, Teacher of Grammar and English Literature. Miss Anna U. Russell, Teacher of Reading and Elocution. Miss Kate E. Wor-

rest, Miss Lucretia G. Weaver, Teachers of Geography and History. Miss M' Amanda Hershey, Assistant Teacher of Instrumental Music.

"Though the new building was only completed in October, the number of students is now 264, viz.: Model School, 60; Preparatory class, 130; Normal course, 42; Scientific course, 27; Classical course, 4. But the prospect for a full school next year, is quite encouraging; and during the year 1859 420 students were enrolled, viz; 130 ladies and 290 gentlemen.

"The School year is divided into two equal sessions. The first commences on the first Monday in April, and continues 22 weeks; the second, on the second Monday in October, and continues also 22 weeks. The spring vacation is three weeks; the fall vacation five weeks. Pupils from abroad in the Model School are charged $6.00 per quarter of 11 weeks, for instruction in the regular branches. In the Preparatory course the charge is $7.50 per quarter; in the Normal course it is $9,00 per quarter; and in the Scientific and Classical Courses, $11.00 per quarter. The charge for boarding, including washing and light, is $2.50 per week. The lowest charge for a quarter, including tuition, boarding, washing, light, etc, exclusive of the extra branches, is $33.50, and the highest $38.50.

"The entire cost of the ground building, furniture, and apparatus was about $60,000.

"The income for tuition in the Normal School, including extra branches, is $4000 for every hundred students. Add to this $1000 from a full Model School, and $7.00 per student, boarded and lodged in the Normal School, paid by the Steward, as rent for the building and furniture, and the income for one year from a full school of 300 will be $15,000. Deducting from this $3600 for interest on cost (or dividend), $1000 for repairs, $1000 for addition to apparatus and furniture, etc., and $500 for insurance, taxes, etc., annually, and there will still remain $9000 for Professors' salaries.

St. Louis —We have received "The Annual Report of the Board of St. Louis public schools for 1858–59." It is a neat pamphlet of 194 pages, containing the reports of the President of the Board, the Hon. Samuel H. Bailey; the report of the Superintendent, Ira Divoll, Esq.; the report of C. S. Pennell, Esq., Principal of the High School; the report of the Principal of the Normal School, Richard Edwards, Esq.; statistics, rules, etc., etc. The city is divided into eleven districts, in which are maintained twenty-six distinct schools, graded as follows: primary, intermediate, grammar, high, and normal. The school year commences on the last Monday of August, and is divided into four terms of eleven weeks each. The salaries of the male teachers range from $500 to $2500, those of the female teachers from $350 to $900. The whole number of pupils enrolled during the last year is 11,366; average attendance 5,739; the cost of the schools per scholar ranged from $3.95 to $83.80; average cost per scholar $17.17; total special cost of schools $99,081.38; total expenditure, comprising improvements, repairs, etc., $107,440.34.

The following remarks, which we quote from the report of the President, ex-

press in a few words our idea of the nature of the Normal School, and the necessity for its establishment, wherever well qualified teachers are needed:

"There is no part of the system that is fulfilling its purpose to a greater degree than the Normal School. Although the period is short since it commenced operations, yet the time is long enough to demonstrate the fact that it will furnish us the only effective means within our reach of procuring teachers for our schools that are thoroughly qualified. This institution was established in obedience to the idea which is rapidly becoming recognized all over our country where there are free schools, that teachers must receive a professional training before they are properly fitted for their work. The old doctrine that any person who had only a partial knowledge of arithmetic, grammar, and geography, and could read any composition in the English language, without stopping to spell the hard words, was capable of teaching a school, is being laid on the shelf, there, let us hope, to remain until covered with the dust of ages, an object of interest only to the antiquarian and historian. This theory, or the practice under it, may have answered its purpose in times past, but it will not do for the present. If our schools are to meet the demands of the present age, if they are to be made to grow to their full stature, and occupy the position in the community which they should, and to which I believe they are destined, the radical change which we have made in this respect, by the establishment of a Normal School, must be adhered to and persisted in under all circumstances, No clamor about extravagance, or ideas of false economy should induce us for a moment to think of discontinuing it.

"The colleges, seminaries, and other institututions of learning throughout our land, and from which come most of the candidates for teacher's places, do not confer upon their scholars an education of that peculiar character which fits them for the labor of the schoolroom, and for the very apparent reason, that they are not designed for any such purpose. Their deficiency consists in the fact that they do not go far enough, they only place in the hands of those who may wish to become teachers, the implements to carry on the work, but do not instruct them how those implements are to be used. It is indispensibly necessary that all who are going to teach should acquire the faculty of imparting to others what they themselves know, on all the subjects required to be taught. In first entering upon the work of the schoolroom, very few persons find themselves possessed of the natural tact which alone can supply the defect above alluded to; but as it must be supplied in some way, however imperfectly, it can be done only by dint of perseverance amidst difficulties, which none but the most zealous can overcome, and even then at the expense of the time and patience of the pupils. Here is to be found the reason why it is that so many persons (and the proportion is by no means small) who assume the office of teacher, never become anything but mere tunglers, or fail altogether. It would seem, therefore, to be in accordance with the plainest dictates of common sense, that before any individual shall be permitted to occupy so important a position as that of an instructor of youth, he shall have been thoroughly taught, by a systematic course of instruction, all that experience has demonstrated to be necessary for him to know, in addition to mere scholarship."

CONSTITUTION OF THE STATE TEACHERS' ASSOCIATION.—A desire having been expressed by several members of the Association that the Constitution should be published for the benefit of those unacquainted with its provisions, we give place to it below:—

Article 1. This Association shall be called *The Wisconsin Teachers' Association*, and shall have for its object the mutual improvement of its members, and the advancement of public education throughout the State.

Art. 2. The Association shall consist of persons engaged in teaching in this State, each male member paying one dollar annually. Honorary members may be elected at any annual meeting, who may, by the payment of the annual fee, become acting members.

Art. 3. The officers of this Association shall be a President, three Vice Presidents, a Secretary, a Treasurer, and also a Board of five Counsellors, who, with the President and Secretary, shall constitute an Executive Committee, any three of whom shall be a quorum—to be elected by ballot at each annual meeting.

Art. 4. The duties of the President, Vice Presidents, Secretary, and Treasurer shall be such as pertain to the same officers in similar associations.

Art. 5. The Executive Committee shall arrange business for the annual meetings, procure lecturers for the same, and through the Secretary of the Association who shall be, *ex officio*, their Secretary, conduct such correspondence as may be deemed advisable. They shall also have power to call special meetings of the Association, to fill all vacancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

Art. 6. The annual meeting shall be held at such time and place as the executive Committee may designate; and any five members who shall meet at a regular or special meeting shall constitute a quorum for the transaction of business.

Art. 7. This Constitution may be amended at any annual meeting of the Association, by a vote of two thirds of the members present.

ROCK COUNTY TEACHERS' ASSOCIATION.—The first regular meeting of this Association was held at Evansville, on the 18th, 19th, and 20th of January. A large number of teachers were in attendance, and much interest was manifested on the part of the inhabitants. Addresses were delivered by Hon. J. L. Pickard, State Superintendant, Messers. Searing, Allen, and Kilgore. Several fine essays were read. The discussions and class exercises passed off well, and all left feeling that they had held a profitable and pleasant session. A constitution was adopted, and officers elected for the ensuing year. We have received the proceedings of the meeting too late for insertion in this number. We will give them in full next month.

WE have received No. 1, Vol. 1, of the "National Educator," a monthly magazine devoted to science, literature, morals, and general education. Edited by R. Curry, A.M., Pittsburg, January, 1860. Terms, $1 per year.

CANADA.—We have received the annual report of Supt. Ryerson, of Upper Canada, for the year 1858, also the annual Report of the Hon. Pierre J. O. Chauvau, Supt. of Lower Canada, for the same year. From the former report we learn that the total receipts from all sources for common school purposes was $1,244,-488, the total amount paid teachers $920,633. Number of children reported between the ages of five and sixteen years, 360,578. The number of teachers employed was, males 2,965, females 1,237; average wages per year of males $454, of females $242. Number of schools reported as open, 3,886, of which 1,936 were *free*, that is, schools in which no fees were paid by pupils. Maps are provided in 2,403 schools, globes in 612, blackboards in 2,895, sets of apparatus, including orreries, tellurians, etc., in 500. We are certain that a report on these heads from an equal number of schools in Wisconsin would not present us in so favorable a light in regard to maps, globes and apparatus. The report of Superintendent Chauveau shows that there has been received from the annual grant and raised by assessessments or contributions for the support of primary schools in Lower Canada in the year 1858 the sum of $575,379.66. The sums expended for superior schools and academies will largely increase this amount. The whole amount paid out by the department of public instruction for purposes of education during the year was $246,836.45. The number of children reported between the ages of five and sixteen years, is 247,204, but the Superintendent believes that this number falls far short of the reality, and that the true number is above 320,000. The number of children between the ages of seven and fourteen is set down as 151,819, of which 103,963 attend school.

THE ATLANTIC MONTHLY is received just as we are going to press. The present publishers do not permit it to fail in interest or value· Subscribe for it.—Journal subscribers can have it for $2,00 a year.

BOOK TABLE.

KEY TO CLARK'S GRAMMAR, in which the analyses of the sentences in the Grammar are indicated by diagrams. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1859.

Opposed as we are to the use, in schools, of keys to any text book, we nevertheless think that this little work will materially aid young teachers in understanding and properly teaching the analysis of our language, and will serve to make more useful the popular grammar with which it is connected.

THE SCHOOL HARMONIST, by N. C. BROOKS, A. M., President of Baltimore Female College. New-York: A. S. Barnes & Burr. 1860.

This is a choice collection of Tunes, designed to accompany the "Manual of Devotion," by the same author, and is worthy of a place on the desk of every pupil of a sufficient age to read music.

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OUR COMMON SCHOOLS.

THEIR PRESENT WANTS.

PROBABLY at no period since the organization of our State government has the great idea of popular education taken so deep hold of the public mind as at the present. The bearings of intellectual and moral culture upon the social well-being are, to a considerable extent, understood, and the necessity of a thorough system of universal education, one that shall reach the entire masses, and carry an elevating force to the lowest conditions of society, is almost universally conceded. The duty of government to make available every possible resource for this purpose, is recognized; while the history of legislation in our State shows that the foundations of our common school system have been laid with a wise and liberal policy.

But as the superstructure rises in majestic and comely proportions, by the untiring labors of those devoted to the work, the question meets us at every stage of advancement,—what modifications are necessary to meet the constantly increasing and cumulating wants? For here, as in every great reformatory movement, the steps of improvement are driven on by the ever pursuing force of necessity. We stand to day upon a period of enlightened and expansive benevolence; but the stream widens, deepens into an unexplored sea where new duties and nobler sacrifices await those who reach its troubled waters.

The great question for us is not so much what the future may demand, as what is the present need,—what changes in our school system are demanded by present developments. We propose briefly to give our answer to these inquiries.

And first we remark, that frequent changes in any system, whether the

result simply of custom, or of legal enactment, are always to be deprecated, even though such changes may introduce desirable modifications. Better submit to inconvenient enactments than to endanger the success of the whole system by unstable and capricious legislation. Our system of common schools is so intimately connected with all of the interests of society, that any attempt at its revision should be made with great caution, and the most enlightened experience and well developed principles be brought into requisition.

There seems to be an impression in the minds of many earnest educators in the State, that the whole school system needs revision, and that many of its essential features should be changed. As one model after another is brought forward for public consideration, the impression is forced upon the mind that these reforms depend more for success upon the *machinery* of education than upon the power that sets it in motion. The laws which govern the distribution of forces in physics, should not be overlooked in ethics; and evils should not be ascribed to defective machinery when there is a want of power to set it properly in motion.

Our common schools extend over the entire State. From the great centers the ramifications run to the entire border, and into the four thousand school houses scattered along these branches are the children of the State gathered for instruction. Now, it is here, at these extremeties, upon these primary fountains, that agencies must be applied which shall send an invigorating and elevating force throughout the whole. It is in vain to expect that power, however strongly applied to the great centers, will traverse, unimpaired, the entire system, or even produce most desirable results in the immediate proximity. The best possible result will be a disproportionate development, while the remote parts will become enfeebled by the extraction of existing vitality. No error is more fatal to the interests of universal education, than the attempt to sustain local institutions for privileged classes, and no more injudicious application of public funds can be made than to lavish them upon such institutions, whose self-sustaining power is always sufficient for their support whenever the necessity demands their existence.

Nor do we believe the opinion correct which places the University, College, and Academy first in the list of agencies employed in the great work of popular education; especially when we consider the fact that not more than one-tenth of the great mass of mind can ever be brought under their influence. We cannot subscribe to the doctrine advanced by the late Chancellor of the State University in his annual communication. He says: "In order to realize this whole idea in a State system, the Academy must be firmly coupled with the primary school; the University must form a thorough connection with the Academy; and if, in an infant State like Wisconsin, it is necessary for the University to back down to the Academy, we must be considerate enough to endure the momentary delay. The University is the engine car." (11*th Annual Report, p.* 18.) Is this the

true position of our great system of common schools? Is it to be reduced to a mere dependency upon a local institution, richly endowed, and manifesting strong centralizing tendencies, but which is barely able to lift up its own unwieldy proportions? We cannot accept the position. We claim for our public school system entire independence of any local institution. It must be the foundation upon which all other educational structures rest, and while we admit the connection of higher institutions, we demand that the elevating force be here applied. It must be a *vis a tergo*—the engine must be placed at the other end of the train—and the power thus applied will move the whole superstructure forward and upward, sweeping from its pathway the numerous local and partial institutions, and communicating an impulse to the Colleges and Universities they have never felt. Such has always been the result in other States. Public High Schools have supplanted private Academies, and Colleges have raised their standard of qualifications for the admission of pupils.

We wish not to be misunderstood. We wage no warfare against any educational institution. Let private munificence seek such modes of manifestation as shall be desired; we only claim that public funds should be appropriated for the highest good of the masses. And this brings us to the consideration of what we consider the great defect of our present school system—the inadequate provision made for the education of teachers. The demand comes up to us from every section, and with great urgency, from the remote districts for more teachers, and better teachers, for our primary schools. If it is true that it requires the highest order of talent to teach successfully a primary school, and that special training is necessary to complete the requisite qualifications, how important that facilities be most speedily opened in parts accessible to those employed in the responsible work.

No truth is more evident than that successful reform must begin with the primary schools. Here the foundations must be wisely laid, and no future embellishment of the uprising structure can supply the defects of an insecure and unstable basis. The deficiencies in primary culture can never be remedied by subsequent training in higher schools. The beginning must be right to secure success. There are at least three thousand school districts in the State that need better teachers for their primary schools. How shall this demand be met? Will the Normal Departments of our High Schools and Academies furnish the requisite supply? We unhesitatingly reply—NEVER. The great defect of the present Normal School Law, evidently, is, that it places the work in the hands of those who make it of secondary importance, and resort to it mainly for the purpose of securing the premium offered for each normal scholar.

There is no single question upon which distinguished educators are more unanimous in their opinions than upon the subject of Normal Schools. Their success in other States has established their utility beyond all question. They afford the most rapid and certain means of

reaching the extremities of the system, and infusing life and vigor into those very points where such agencies are most needed. Massachusetts with her twenty-two hundred school districts has four Normal Schools, while Wisconsin, with nearly twice the number of districts, has not one. We urge the immediate attention of the friends of education in the State to this subject. We ask for an entire change of the Normal School Law. We do not favor the lavish expenditure of funds upon costly edifices; we ask for the establishment of one or more Normal Schools, in plain, commodious structures, located at convenient points, and furnished with a corps of qualified, *working* teachers. We believe that the resources of the Normal Fund would very nearly defray the necessary expenditure. And when once established, with a subordinate system of Teachers' Institutes, a renovating power would be felt at the extreme ramifications of the whole system, which would place our common schools on a level with those of any State in the Union. We reserve our remarks on the question of Supervision for a future article. B.

POPULAR AND UNPOPULAR TEACHERS.

"The world the teacher makes, yet oft complains,
Of its own workmanship; and still maintains
Its right to judge of every form and rule,
And build for us the fancied model school,"

THERE are two kinds of reasons why some teachers are popular, and others unpopular. One of them is such as they will give, and the other such as the public will give. Of the merits and strength of each, an independent party who knows all of the facts, and is conversant with school policy, may be a competent judge. A popular teacher is not always a good educator, and an unpopular one is often a better person than the ungenerous public is willing to believe. A popular teacher is apt to be like a popular politician in election time. Teachers, as well as other public servants should be estimated by their actual merits, the service that they render, and the objects that they design to accomplish. Mere public opinion is an uncertain standard.

The approbation of wise patrons is one of the richest rewards that teachers ever receive. It is especially so when it comes in return for visible benefit rendered to their youth. And nothing is more to be deprecated by them than a lack of public favor. If a teacher have not some tact to make himself popular, he will not be successful. Popularity often avails more for him than scientific and literary attainments. Many in-

structors who possess shining talents, and extensive knowledge of the branches taught in school, make great failures, simply for want of address to please their pupils and patrons. But when patrons and pupils respect a teacher, he will be sustained, and his pupils will be benefited according to his qualifications and their application.

While popularity is such an important aid to the instructor, it well deserves cultivation; yet it must not be made the standard of his admiration. His standard should be that which best promotes the advancement of his charge in learning and general improvement. If he correct their evil habits and inspire them with a love of justice, morality, and useful knowledge, he then does his duty. If his standard is only the satisfaction of the public, he is a slave to public opinion. It should be his study to know what are the principles of education, and if he does not operate according to these, he is not honest. The exercise of strict discipline, and the correcting of school-boy pranks, may render a teacher unpopular with wayward youth, and with parents whose affections are stronger than their judgment. But with the prudent friends of education who understand and appreciate a teachers duty, that will render him popular. Among them he will lose credit only through a lack of genuine qualification and delinquency of known duty.

Among those with whom a teacher is unpopular, there are generally two factions, one of which blames him for being too strict in discipline, and the other because they think him incompetent to manage his charge. His private character, and habits, too, will get their share of vituperation. He will often be censured because his pupils are not improving, when in fact, they are not trying to learn, or they are lacking in capacity, and are expecting too much from him. Impartial and competent judges of these matters are not always connected with his school. It is easier to talk about these evils when they exist than to apply practical remedies. In some schools, the discipline is a task for one person, and the teaching a task for another. When such an onerous duty as discharging both devolve on one person, it is unjust to blame him if he be found inadequate to the position. Too much is often expected from teachers. Candor requires that the character of their charge, and the circumstances under which they labor, should be estimated in connection with their natural and acquired abilities. All of these are not well understood by those who have never presided over a school. Many people do not comprehend the real worth of scholastic knowledge, and true wisdom, and, of course, the design of schools. For the benefit of these, teachers labor; and they must use tact and address to gain their confidence and attention.

Teachers and other public servants are persons whom everybody claims the privilege of watching and criticising. Their defects, however small, are sure to be noticed. From the incarnations of folly and ignorance, they must expect much censure and animadversion. The work of education is a warfare to extend the domain of wisdom and virtue. And yet,

captious persons whose animadversions on school policy often assail the teacher, may be his best mentors. They prompt him to investigate, and be sure that his operations are according to principles of justice, and promotive of real benefit to his charge. They guard him against ultraism; while his firmness in duty, and his judicious policy will advance the general improvement of his pupils. Personal attacks on the vanity of the ignorant and narrow-minded are more likely to provoke hatred against learning than to encourage improvement. Self-conceited ignorance is always jealous of whatever will expose its real character. Illustrations of the worth of knowledge, and its contrast with ignorance, are always efficient stimulants to improvement. And whoever can set forth these in their true light, and can explain the mysteries of science, and tame rude nature, is the True Teacher. G. D. HUNT.

EQUALITY OF RIGHTS.*

WE have no intention of entering into a discussion upon the equality of woman with man, but to assert her rights as a human being, a fellow laborer with man in all that tends to the advancement of the world, physically, intellectually, and morally. From the time of creation until the present day, the whole history of woman has been one of injustice and oppression. She is denied her fair share of training, of encouragement, and of remuneration. Even in this happy land, where "equal rights" is continually the hue and cry, she is not free from cause for complaint. In place of being an equal with man, she is treated too much like a petted child, her privileges granted as favors. Just remuneration for services performed are withheld from her on the plea that she is the weaker vessel, alike in mind and body, and is made subordinate to man, and for him to care for and protect. The latter we grant, but object most decidedly to his manner of protection. He has ever claimed the "lions share" of all the spoil, even though the latter has been won through the efforts of the weak ones. Take, for example, the matter of school teaching. Every female teacher, with few exceptions, finds the enjoyment of her salary to be secretly embittered by the knowledge that the stripling, with qualifications inferior to her own, is paid double the amount which she receives, for work no harder or more responsible than that which she performs.

Not fifty miles from this city, application was made, a few months since, for a country school, by a young lady of excellent qualifications,

* A paper read before the Richland County Teachers' Association, Oct. 19, by H. L. PROSSER.

mental and moral, one who had had much experience in the art of teaching, and had been very successful. Much had been expended upon her to fit her for this high calling, and at the time she was entirely dependent upon her own exertions for support. But she had the misfortune to be a woman; and among the several candidates for the same situation was a youth of some sixteen or seventeen years, who had never taught, and was, moreover, an invalid, which fact alone disqualified him for such an office. But, being more fortunate than the other in belonging to the stronger sex, he was elected to fill the situation, leaving the lady to comfort herself as best she might for such an exhibition of justice and sagacity on the part of the Board of Trustees. Added to this the fact may be stated that the teacher of the higher department of this same school was also a man, master of a good trade, by which he could well have supported himself, but who could not, in truth, read and write the English language correctly.

Such is the encouragement given to females to fit themselves for instructors of youth. Does not the education of woman involve equal expense with that of men? Is not labor labor, by whomsoever it may be performed? Is not mind mind, by whomsoever it may be exercised? Where, then, is the justice of returning to the one one-fourth, one-third, or one-half the compensation which is granted to the other for the performance of the same labor, when the preparation necessary to fit them for that labor was at an equal cost. We know that in our own favored land the position which woman occupies is far above that which she enjoys in any other country on the globe. Yet, does she here meet with perfect justice? Are not many of her privileges granted her more as a favor, as a matter of condescension, than as a matter of right? The argument is often urged, that men should receive greater compensation for labor performed, than women, because they are expected to have greater expenses in the support of others; they are to provide for families, while it is asserted that women expend all they can obtain upon themselves. But is this impression of feminine weakness right? Is it an honest view of the case? Are women really more selfish than men? Do they not make as wise a use of their earnings as their very discriminating brethren? Do not those married women who labor for a livelihood devote their gains to the support of their families the same as married men? Do not those who are single show equal regard for the wants of needy friends, often supporting aged or infirm parents, assisting to educate brothers and sisters? Where is the difference, then, in this point of view, except in nine cases out of ten the woman will be found more self-sacrificing and self-forgetting than the man.

But it may be urged, again, the most of those who teach are young women, without others dependent upon them. Allowing this, is not it also the case with the greater part of the gentlemen who are teachers? Suppose the lady should be able to lay aside a small surplus of her earnings,

after her own necessities were met, would it be a lamentable misfortune? Is she not gifted with judgment sufficient to a good use of her own? And is she not subject to the same vicissitudes in life as the stronger sex, equally exposed to accident, sickness, and the many ills which might render a small sum in her possession of infinite value to her? Or do the "Lords of Creation" imagine that all she may receive over and above what is necessary to supply her present actual wants, is so much subtracted from their own greedy pockets. If by reason of their indulgence a woman is allowed a somewhat reasonable compensation for her daily toil, with what complacency these lordly ones regard themselves—wearing an expression which seems to say, "How kind we are to women—they surely have nothing to complain of now!" Kindness! we do not ask for such kindness. We ask that Justice and Mercy may go hand in hand.

DISCIPLINE IN SCHOOL.

THE SERVILE METHOD.

There are two kinds of discipline, between which the educator should endeavor carefully to distinguish in both theory and practice. Discipline is a penal, and also a moral process. It punishes, and thereby enforces an outward obedience to law; or it developes, and thereby secures a subordination to some principles of action. The popular idea attached to this term as employed in the State, the Church, the family, and the school, implies the transgression of law, and the subsequent vindication of that law by punishment. In a higher sense, discipline pre-supposes some moral weakness, and is exercised for the regulation and development of the heart. In the State, the subject of government is considered as a citizen, already fixed or matured in character: to him, law is applied as a restraint. In the school and family, he is a pupil, in whom character is to be formed, and who, therefore, needs law as an exponent of right principle and a means of sound culture. Discipline in school should, therefore, cultivate as well as restrain. It should be addressed to the heart, as well as applied to the outward conduct. It is in this second sense, namely, of culture, that we propose briefly to consider the subject.

Restrictive or executive discipline does not always correct the waywardness of the heart, as pressure does not always destroy the elasticity of steel. We may bridle or harness a young horse, and yet, let him go unbroken and untrained; and a young boy may be subjected by penal disci-

pline to the formula of a virtuous law, and yet, at heart, remain vicious. Sound scholastic government restrains the body in order to cultivate the conscience and heart; as the husbandman boxes the young tree, or erects the firm trellis for the young vine, in order the better to train it to maturity, and to find his reward, at last, in the fruit it yields.

In considering discipline as a means of inward, moral culture, it should be remembered that every sentiment that is addressed by it is stimulated and strengthened. If, for instance, we undertake to secure obedience to any law by the offer of gold, we address the law of gain; and this passion we necessarily exercise and invigorate. If we induce the performance of a benevolent act by the incentive of praise, we cultivate vanity rather than charity, because we govern in such cases by a selfish rather than a charitable principle. The character of the young is thus often determined, more by the nature of the government under which he is placed than by the stimulus to intense study by incentives, which, in the end, prove as most ruinous to the heart, though they induced a species of brilliancy, and some erudition. The head may thus be educated, not only to the neglect of the heart, but even at the sacrifice of its best and noblest principles. We have seen a mother bribe a covetous boy to give alms—one of Heaven's own beautiful laws—by the promise of a reward in kind, of double value, and then in her weakness call the bargain "charity." Children's prayers are sometimes bought with whistles, tops and trinkets. The Bible is often read for wages—sometimes servilely, by compulsion. Many a lesson has been prepared under the stimulus of a jealous hate or an ungenerous ambition to displace an equal or superior from some miscalled post of honor. Parents, as well as teachers, sometimes fan the fires of a passion whose destructive nature they little understand, and whose subsequent influence on the life and character of their children attests the wonderful susceptibility of the young heart to disciplinary culture. There is not an outward act of obedience—there is not an external form of virtue or of piety whose performance may not be induced by an appeal to sentiments that should be repressed rather than developed.

As teachers, we can legislate only for the body, for the outward conduct of the pupil; yet we can so direct the stimulating appliances of discipline that we may cause the worst principles to spring up in the heart and assume for a while the disguise of the fairest behavior. But the time will come when these external restraints of the law will be removed, and then the ambitious, the vain, the jealous, or the selfish spirit, already fostered and strengthened by the appliances of a misguided discipline, child. Sc[illegible] in its own proper forms of folly or of vi[illegible] more rapidly educated or developed than by any other means, for the simple reason that it is continually and earnestly exercised. It is, therefore, but a truism to affirm that the sentiment by which he is governed in the school and family becomes the principle by which, in after life, he governs himself.

A child controlled by fear alone, though outwardly subjected to the purest form of law on earth, will exhibit in his character either the servility of the slave, or the perverseness of the rebel. It cannot be otherwise. Let not the governor of youth, therefore, weakly reason that because no outward transgression marks the daily conduct of his youthful subject, that, therefore, he appreciates and honors the law in his mind. For external obedience to a virtuous law by no means argues a right disposition, even though all supposition of hypocrisy is removed. And yet, how often the teacher rests satisfied with this spurious honor rendered to the letter of his law! How often does the parent regard with complacency the fair exterior of that young life, which, though disguised in the outward forms of virtue or piety, is yet the embodiment of other and less noble principles! How often do they both forget that though a virtuous law proves the virtuous will of the master, yet obedience thereto proves

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THE SELFISH METHOD.

2. We have already distinguished between that kind of discipline which simply inflicts punishment upon the offender, and that which may be considered as a moral process, to which all pupils are alike subject, and

which tends to the development of character, either good or bad. Continuing our observations upon discipline in this latter sense, we add a few general reflections upon that method of governing the young, which from the sentiments appealed to, and the effects produced upon character, we would denominate the selfish.

Obedience may be prompted by any of the various sentiments or passions of the human heart; but that which is most directly appealed to, and under the influence of which the child most generally obeys, gives character to his obedience, and in the end becomes a fixed and well developed principle of his life. It is not the code itself, therefore, but the principle from which the code is obeyed, that determines whether the discipline be servile or selfish, moral or religious. Teachers cannot, therefore, be too careful and discriminating in presenting to pupils what are denominated incentives to obedience. We have known entire classes stimulated to intense study by incentives, which, in the end, proved almost ruinous to the heart, though they induced a species of brilliancy, and some erudition. The head may thus be educated, not only to the neglect of the heart, but even at the sacrifice of its best and noblest principles. We have seen a mother bribe a covetous boy to give alms—one of Heaven's own beautiful laws—by the promise of a reward in kind, of double value, and then in her weakness call the bargain "charity." Children's prayers are sometimes bought with whistles, tops and trinkets. The Bible is often read for wages—sometimes servilely, by compulsion. Many a lesson has been prepared under the stimulus of a jealous hate or an ungenerous ambition to displace an equal or superior from some miscalled post of honor. Parents, as well as teachers, sometimes fan the fires of a passion whose destructive nature they little understand, and whose subsequent influence on the life and character of their children attests the wonderful susceptibility of the young heart to disciplinary culture. There is not an outward act of obedience—there is not an external form of virtue or of piety whose performance may not be induced by an appeal to sentiments that should be repressed rather than developed.

As teachers, we can legislate only for the body, for the outward conduct of the pupil; yet we can so direct the stimulating appliances of discipline that we may cause the worst principles to spring up in the heart and assume for a while the disguise of the fairest behavior. But the time will come when these external restraints of the law will be removed, and then the ambitious, the vain, the jealous, or the selfish spirit, already fostered and strengthened by the appliances of a misguided discipline, will seek to employ itself in its own proper forms of folly or of vice.

If, in these judgments, we examine the usual incentives by which the young are sometimes influenced at school and in the family, we shall find I fear, many things to condemn. The true educator looks beyond the external life enacted day by day around him; fixes his discerning eye on the spirit within, and makes that, in all its wonderful departments of

will, thought and sentiment, the object of his culture and instruction. It is the soul itself that he would lay hold upon; and, almost ignoring outward forms, he would mould and fashion, train and invigorate the subtile, spiritual elements of that inner and mysterious life, whose form is as a vapor, but whose essence can never die.

We have said that in scholastic and parental government the law is one thing, and the appliances used to secure obedience to that law, another. The discipline is servile when these appliances are addressed mainly to fear, and selfish when addressed solely to desire. These two principles—fear and desire—occupy the lower department of human affection, looking the one to the evil that is to be avoided, and the other to some sensible good to be enjoyed. These desires of the young heart are so many and so various in kind, that it would be almost impracticable to enumerate the different arts and devices which an ingenious teacher may employ, in order to bring about an outward compliance with law.

Let us suppose, for illustration, that he has enacted and formally announced the rules and regulations of his school; and to prevent the plea of ignorance or forgetfulness, he has posted his statutes on wall and door, so that the urchin that runs may read. This is the first step in government. So far it is, however, merely declaratory of the teacher's will—prescriptive of the student's conduct. The work of legislation is finished, the statute-book is written. To induce obedience is the next care of the teacher. This he may undertake to do, as an executive minister, by punishment alone; in which case he deals with the offender only, and leaves the rest of his subjects to the salutary influence of his example. But in the higher character of a disciplinarian, he makes his laws the exponents of correct principles for all classes of his pupils; and he accordingly introduces and constantly applies various incentives by which their hearts are always addressed, cultivated, and enlisted. The invention and use of these appliances is the most delicate and difficult branch of the art of discipline. He accordingly determines in his own mind what sentiments he will appeal to, and they shall be addressed in order to secure the observance of his rules. Does he so administer that terror or fear becomes the mainspring of obedience? If so, the discipline is servile, as already shown. Does he appeal to ambition exclusively, to the love of praise, to pride, to avarice, or to emulation? If so, his discipline constantly, rapidly, and fearfully strengthens the worst form of selfishness. Here the teacher may play the part of an irresponsible tyrant, a petty diplomatist, or the skillful disciplinarian. And here the great agency is set on foot by which character, either good or bad, is formed for time and for eternity. Let not the teacher, then, overlook the vast importance of incentives as a means of constant culture of the heart. Let him remember that, though his laws may enjoin every virtuous and becoming action, yet he may, by the method of his discipline, interest even the most vicious sentiments in the forms of obedience. He that in-

duces a pupil to study, by merely feeding his love of praise, nurtures vanity as well as learning. He that buys a child's charities, makes him selfish rather than kind. He that applauds a child on its knees, steals its heart from God. He that proposes a feast to the boy that shall conquer his spirit, will as often reward a glutton as a hero.

I would not be understood as condemning every appliance that may be directed to these natural sentiments of the human heart; but is a matter of the first importance to determine how far they should mingle with the general motives of conduct, and what extent they may be safely appealed to in support of any given law, and in the government of any particular individual. Hereafter, under other heads, we propose to discuss, less negatively, the general principles of sound discipline as a means of moral and religious culture. W.

ROCK COUNTY TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE FIRST REGULAR MEETING.

The Association convened in the Seminary building, at Evansville, at 7 o'clock on Wednesday evening, January 18th, 1860, and was called to order by the President, Rev. W. C. Whitford, of Milton.

The exercises were opened with prayer by the Rev. Mr. Morehouse, who also welcomed the teachers on behalf of the citizens of Evansville.

The President briefly responded in behalf of the Association.

E. Searing, of Union, was then introduced, and proceeded to address the Association upon the subject: "How we should teach, and whom."

Brief remarks were then made by Prof. C. H. Allen, and Prof. J. L. Pickard, State Superintendent.

Only one member of the Committee on Constitution being present, the President appointed J. M. Treat, of Evansville, and E. Searing to fill the vacancies.

The Chairman of the Executive Committee being absent, D. Y. Kilgore was appointed to act in his place.

Adjourned till 9 o'clock A.M., Thursday.

THURSDAY, Jan. 19, 9 o'clock.

Session opened with prayer by the President, and with singing.

The minutes of the organization meeting at Milton were read and approved.

The Association then listened to an address from the President, Prof. Whitford, on the subject "The Studies taught, and Traits of Character formed in our Schools."

S. S. Wallihan, of Milton, from the Committee on Constitution, reported the following, the articles of which were taken up separately and adopted:—

CONSTITUTION.

ARTICLE 1.—This association shall be called the *Rock County Teachers' Association*, and shall have for its object the mutual improvement of its members, and the advancement of public education throughout the county.

ART. 2.—The Association shall consist of Teachers residing in this county, any one of whom may become a member by signing the Constitution and paying a fee of twenty-five cents. Honorary members may be elected at any annual meeting.

ART. 3.—The officers of this Association shall be a President, two Vice Presidents, a Secretary, a Treasurer, and a Board of five councillors, who with the President and Secretary, shall constitute an Executive Committee, any three of whom shall constitute a quorum;—to be elected by ballot at each annual meeting.

ART. 4.—The duties of the President, Vice Presidents, Secretary, and Treasurer shall be such as pertain to the same offices in similar Associations.

ART. 5.—The Executive Committee shall arrange business for the annual meetings, and all other meetings, procure lecturers for the same, and, through the Secretary of the association, who shall be *ex-officio* their Secretary, conduct such correspondence as may be deemed advisable. They shall also have power to call special meetings of the Association, to fill all vacancies occurring in the offices, and shall make to the Association an annual report of their proceedings.

ART. 6.—The annual meeting shall be held at such time and place as the Executive Committee may designate, and any five members who shall meet at a regular or special meeting shall constitute a quorum for the transaction of business.

ART. 7.—This Constitution may be amended at any annual meeting of the Association, by a vote of two thirds of the members present.

The Executive Committee then reported a programme of exercises for the day.

Voted that the Association adjourn on Friday afternoon.

About fifty names of those wishing to become members of the Association were then enrolled, and ten persons elected as honorary members.

After a recess of ten minutes, J. L. Pickard, State Superintendent, requested the teachers of the county who were present to report concerning the condition of their schools, character of school houses, interest and visits of parents, etc., and especially concerning the district libraries.

These reports having occupied the remainder of the forenoon, the Association adjourned till 2 o'clock P.M.

THURSDAY, 2 o'clock P.M.

Called to order by the President.

A. H. Lewis, of Milton, read an essay upon the subject, "Why we Teach."

Prof. Allen then conducted a class exercise in Geography.

Miss Carrie S. Burnham, of Evansville, then read an essay entitled, "Character."

A spirited discussion then ensued upon the following question presented by Prof. Allen: "Whereas the State provides for the free education of all children within her limits, therefore, resolved that it is the duty of the State, by suitable laws, to compel parents and guardians to educate the children committed to their care." Discussion postponed.

Adjourned till 7 o'clock.

THURSDAY EVENING, 7 o'clock.

Association called to order by the President. Exercises opened with prayer by the Rev. Mr. Starr.

Prof. Allen then proceeded to deliver an address upon "The Irrepressible Conflict"—between knowledge and ignorance.

Prof. Pickard, the State Superintendent, was then introduced, and addressed the Association and people upon the duties of parents in relation to common schools.

On motion, the vote previously taken to adjourn on Friday afternoon, was reconsidered, and adjournment deferred till evening, that the Association might hear an address from Mr. Kilgore.

After singing, the Association adjourned to 9 o'clock Friday morning.

FRIDAY MORNING, Jan. 20th.

After the usual opening exercises, the Association proceeded to the election of officers. Messrs. C. H. Campbell and S. R. Wheeler appointed tellers.

On motion of J. M. Treat, the order of business was suspended, and J. H. Taggart appointed Treasurer *pro tem.*, to take fees of members before voting.

The Association then proceeded to ballot for officers, with the following result: President, Rev. W. C. Whitford, Milton; 1st Vice President, D. Y. Kilgore, Evansville; 2d Vice President, D. H. K. Whitcomb, Union; Secretary C. H. Cronk, Footville; Treasurer, S. S. Wallihan, Milton.

On motion, Messrs. E. B. Harvey, G. M. Guernsey, and D. M. Rowley, were appointed as a committee to nominate Councillors.

S. S. Wallihan, of Milton, then read an essay entitled "Behind the Scenes."

The Committee on Councillors reported the following names: G. M. Guernsey, A. O. Warner, Chas. H. Campbell, A. T. Bridgeman, A. H. Lewis. Report accepted, and the persons nominated were duly elected.

Prof. Allen then gave a short address on the true method of teaching grammar.

Mr. H. D. Cox followed on the subject of Penmanship.

The Association then proceeded to discuss the following question, presented by Mr. Whitcomb: "Resolved, that all communication in school ought to be prohibited in the hours of study."

After a brief debate the discussion was postponed, owing to arrangements on the part of the citizens of Evansville to give the members and attendants of the Association a sleigh-ride, to escort part way home the members of the Milton delegation, who were obliged to leave; and after a happy response to the proposition by Prof. Whitford on behalf of the Association, on motion, adjourned to three o'clock P.M.

FRIDAY, 3 o'clock, P.M.

Association convened. Mr. Kilgore in the chair.

C. H. Cronk, of Footville, delivered a brief sub-lecture on ancient and modern educational advantages.

E. Searing made a few remarks upon the subject of teaching arithmetic, and the necessity of full and careful explanation, by the teacher, of the reasons that underlie its rules.

Mr. Kilgore spoke at some length on the true method of teaching reading, and gave some illustrations, and answered some questions.

Adjourned till 7 o'clock.

FRIDAY EVENING, 7 o'clock.

Called to order by Mr. Kilgore. Exercises opened with prayer by Rev Mr. Foote, of Evansville.

Mr. Wallihan, from the Committee on Resolutions, reported the following, which were adopted:—

WHEREAS, We believe the noble system of free schools of our State underlies the prosperity of all our civil and religious institutions, and whereas the important vocation of teacher has devolved upon us, therefore

Resolved, That we will go forth in the true spirit of that calling, endeavoring, by all honorable means, suitably to sustain its dignity and fulfill the important trust it imposes.

That any system of instruction which does not aim at heart culture, and the formation of true character, is not worthy the name of education.

That it is one of the highest duties of the teacher to endeavor to awaken a much greater interest in the minds of parents on the subject of physical training, which shall include regular and systematic physical exercises; the location and beautifying of grounds for school purposes, and the better construction, ventilation and furnishing of the schoolroom.

That the practice of keeping young children in the school room more than three hours a day is a murderesome one, and ought to be discontinued.

That in the Wisconsin Journal of Education we have an important auxiliary in our work, and it is the duty of teachers to give it a wide circulation.

That to those who, in conducting the leading exercises of the association, have so ably contributed to its interest and instructiveness, we tender our hearty thanks.

That we, who have so heartily enjoyed it, highly appreciate the noble hearted hospitality extended to us by the citizens of Evansville, and assure them that they shall ever be held in grateful remembrance.

That the thanks of the Association are due to the Principal, Teachers, and Trustees of the Evansville Seminary for the free use of their building, and for their earnest endeavors to render its present session pleasant, interesting, and profitable.

That the Secretary be requested to transmit copies of the proceedings of this meeting of the Association to the Janesville Gazette and Free Press, Beloit Herald and Times, Madison State Journal, and the Wisconsin Journal of Education.

In addition to the above regular report, the Committee submitted the following "irregular" resolution:—

That the "authors" and "instigators" of the excellent sleighride tendered to the members and attendants of the association on Friday afternoon, ought to be "indicted" as uncommonly good drivers, as whole hearted fellows, worthy of an oyster supper at some future day, and that they may expect the "punishment" of being long remembered by those upon whom their "depredations" were committed.

Voted that the Executive Committee be instructed to call the next annual meeting in September.

D. Y. Kilgore, of Evansville then proceeded to deliver the closing address, urging the importance of the teacher's work, and the necessity for a thorough preparation by those who assume its responsibilities.

On motion, the Association adjourned *sine die.*

E. Searing, *Secretary.* W. C. Whitford, *President.*

"STRAINING AT A GNAT AND SWALLOWING A CAMEL."

At the commencement of a recitation a boy comes to his teacher and says: "My father was sick last evening, and I had more than usual to do; I have been unable to learn all of my lesson. I hoped to learn it this morning, but have not had time. Will you please excuse my lesson to-day sir? and I will make it up as soon as I can." The teacher who wishes to impress upon the minds of his scholars the importance of performing the

tasks assigned them, and the impropriety of asking for an excuse, replies: "You must get time. If it is necessary to sit up all night you must do it. The lesson I give you must be learned at all hazards. You may receive a check and remain after school and learn your lesson."

A classmate, who had been watching with interest the result of this appeal, was more shrewd than his companion, and concluded to try another tack, for he had been off skating all the evening before and had not learned his lesson. So he asked the one next to him to tell him such parts of his lesson as he could not recite, and, keeping his fingers between the leaves so that he might peep in occasionally, managed to guess out most of his lesson. When the report was taken he answered,—"Perfect,"—and was marked accordingly, while his classmate, whose father was sick, was marked unprepared.

The boy who was truthful, honest, and did the best he could, received a check and a reproof, was marked unprepared in his lesson and detained after school, while the other, who had not looked at his lesson till he came to recite, who disobeyed his teacher by communicating, deceived in reciting, and gave in a false report, was marked perfect both in recitation and deportment.

Again; it is composition day. Mary, who composes easily, and writes rapidly, has stolen time from her lessons in school to scribble off four pages; while Sarah, who is not so good in composing, or so rapid in writing, spent four hours of Saturday in hard work upon her composition and has not succeeded in writing quite a page. Kate has borrowed one of her friend's old exercises and copied it off neatly. They are all handed in, examined and marked, Mary 18, Kate 20, and Sarah but 6, while she is requested to re-write and lengthen her exercise.

It is the usual time for declamation, and Master H., who is naturally bold and memorizes easily, has committed a long declamatory piece, and with a forward air steps up before the school and rehearses his piece without faltering or hesitation; while Master B., who is naturally diffident and retiring, has, with twice the exertion of his schoolmate, learned a short piece. He goes tremblingly upon the stage, and recites hesitatingly, and as some of the scholars smile and laugh, he finally breaks down entirely.

He receives reproof, and Master H. praise.

Again: it is recess and the scholars are upon the play ground. James in his eagerness to catch the ball, with which they are playing, steps over the bounds and is reported for transgressing the rules of the school. William is in another part of the yard, busily engaged in trying to excite a quarrel between two little boys, and finally succeeds in getting them to blows.

The little boys are punished for quarrelling, while the one who provoked the quarrel goes unreproved.

At the close of school the scholars are requested to report communication. An honest scholar, who accidentally smiled to another before he thought of it, reported communication, received a check for it and was detained, while a deceitful scholar, who had played and communicated whenever he could do so without being observed, reported no communication and was marked accordingly.

Thus, day after day, honesty and truthfulness receive checks and reproof, while deceitfulness, lying, profanity, and many other real sins, go unpunished and unrebuked.

Do we not as teachers too often "strain at a gnat and swallow a camel?" Do we not, in dealing with our scholars, look more to the outward act than to the motive which prompts it? Do we not often make more ado, and punish with greater severity, things which simply annoy us, or some disobedience to the rules of school, than we do actual wickedness and disobedience of God's law? Ought this so to be? What kind of citizens will such a course make?

Let us rather attend to the "weightier matters of the law," even if we sometimes leave the other undone.

CLOUD CASTLES.

Ah! the castles I am building
  In the rosy sunset sky!
Spires grow bright with Fancy's gilding,
  Turrets rise serene and high.

Bannerets of silken tissue
  Float high o'er the sunny wall,
And their shadows on the greensward
  Like a golden glory fall.

On these banners gleams a watchword,
  Floating out upon the breeze,—
Love—that watch-word—sweet its influence,
  Like the breath of summer seas.

"Love-in-Idleness" the castle
  Far within yon purple clouds,
Where I haste in darkened moments
  When cares compass me in crowds.

In and out beneath the arches,
  Softly wander summer airs,
Burdened with no sound of wailing,
  Which the earth-wind ever bears.

Not a sobbing, sighing cadence—
  Not a low or restless moan,
Does the wind-sprite in my castle
  Mingle in its cheery tone.

But a music glad and gleesome
  Whiling my sad soul from pain,
Like the weird tone of the wind-harp,
  Or the fall of summer rain.

There no shadows mark the hours—
  There 's no "noon-mark on the floor;
Dials have I, but of flowers,
  And the night comes never more.

Friends I loved, ah, well and truly,
  Who have only "gone before"—
Gone beyond the silent river,
  To a happier, fairer shore,

Meet me in my cloud-land castle,
  Walk within it, clothed in white,
And their faces smile, illumined
  With a patient holy light.

Eyes that long have slumbered sweetly
  'Neath the daisies pure and white,
Meet mine own in silent rapture,
  Never more to weep, good night.—

Hands are clasped and low words spoken
  With the loved of long ago—
Wandering in sunny meadows,
  Meadows flower-decked and low.

Thus do we commune together,
  Till I feel the weight of care
Lifted from my burdened spirit—
  "Building castles in the air."

Though on earth we own no castles—
  Own no acres broad and fair,
None shall e'er dispute our titles
  To the broad domains of air.

There we reign, with freedom favored
  As no earthly kings may be,
Our true subjects plot no treason,
  Questioning not, they bow the knee.

Ye who in the courts of Mammon
  Never tread this broad domain—
Never know "surcease of sorrow"—
  Never find release from pain—

Leave the murk and dust of cities,
  Leave the hot and crowded mart,
Prompted by your better nature,
  Seek a nobler, better part.

Revel in far realms of beauty,
  Carried in your lofty flight
Far beyond earths jarring turmoil
  Into avenues of light.

From your sad souls shall be lifted,
  Softly, surely, unawares,
All their burdened, sobbing sorrow,
  All their weight of weary cares.

WHITEWATER, Jan. 15. 1859. NETTIE ROBERTS.

WINDSOR TEACHERS' ASSOCIATION.

THE Windsor (Dane County) Teachers' Association held a session at the school house in District No. 3, Windsor, Saturday, Feb. 4th.

Teachers were present from this and adjoining towns.

The meeting was called to order by Mr. Powell, Vice President of the

Association, who briefly stated the objects of the meeting, and invited all teachers present to participate in the exercises. He then introduced Prof. C. H. Allen, of Madison, and J. T. Lovewell, of the Madison High School, who were to conduct the exercises.

The day was accupied in a class drill, and discussions of questions pertaining to the Theory and Practice of Teaching, in which teachers and citizens participated.

In the evening Messrs. Allen and Lovewell favored the Association with addresses upon the wants and capabilities of our public schools.

The following resolutions were adopted, and the meeting adjourned:

Resolved, That this meeting of the Association has been highly gratifying to our feelings as teachers, in that it has strengthened the bond that binds us together as co-workers in the great cause of education, and has renewed and deepened the desire to become capable, honest, and earnest laborers in the interesting field for intellectual and moral improvement which lies before us in our common schools.

Resolved, That the thanks of the Association be heartily proffered to Messrs. Allen and Lovewell, who have assisted and benefitted us so much by their advice, sympathy, and instruction.

Resolved, That a copy of these proceedings be furnished the Journal of Education for publication.

OTIS REMICK, *Secretary*. S. W. POWELL, *Vice Prest.*

MORAL AND RELIGIOUS INSTRUCTION.

"He that opposes moral and religious instruction in our schools is a virtual enemy to himself, to the world, and to God. When the world is fully enlightened it will thrust such an one from society, even as Vulcan was thrust from Heaven for defending wickedness.—*A. Picket's Opening Address before the State Teachers' Association, at Madison.*

WE cannot conceive how any person having read the sentences which precede the above quotation could have been so soured; but Mr. B. O. Zastrow Kussow seems to think it worthy of the following words: "What a mass of bigoted inhumanity." He seems to expect a less severe judgment. Well, "Blessed are the merciful."

In making the remark so much objected to, I had in view the time when men should in a greater degree appreciate the worth of the immortal mind. Now, we do not regard a Hottentot, or any human being who neglects to clothe the body, as worthy to be in our presence, and we look for the day when the truly enlightened will thus regard one who refuses or neglects to clothe the mind with its most needed habiliments, morality and religion.

Mr. Kussow has taken the terms *moral* and *religious*, and, contrary to common courtesy in discussion, given them a meaning widely differing from their use in our address, from which we take the following: "We ask not for sectarianism—it is the bane of true morality and religion." Also: "It is that religious morality which acts in every action, breathes in every breath, lives in every life; that which, from its abundance in the heart, flows in every vein, and lends its sweet and benign influence all around, that should adorn the teacher's instruction; nor should the word of God or prayer be wanting. The teacher has an almost ever-ready opportunity to instruct children in the wisdom and goodness of God. When he speaks of the structure of the organs of speech, and the various sounds of the human voice; when he exhibits the symmetry, strength and manifest wisdom in the human frame; when he points to the trees, and their green leaves and fruits, to the corn and grass, vines and flowers, * * * * how can he refrain from pointing with delight to the God that dwells in all." These quotations will serve to show what we mean by morality and religion.

Mr. Kussow has undertaken to give religion the widest possible scope, and make sectarianism co-existent and in all respects co-extensive with it, as will appear from the following quotations: "Religion always refers to a certain creed which a certain portion of mankind has about a Supreme Being, or God." "Religion embraces only those who participate in the same creed, or idea of God." "But every religion, compared with other religions, is sectarian." He also declares, virtually, that any views differing from the belief of the Pagan and the Atheist would be sectarian; also, that all prayer is necessarily sectarian, and therefore unconstitutional and unlawful in our national assemblies and public schools. Again, he says "At length religious instruction can be given by any teacher, but according to his special religious creed, except he be a hypocrite, or, what is the same, a knave, and is, therefore, sectarian any way; thus constitutions and statutes forbid the same."

Perhaps I might have hoped "a less severe judgment." "Blessed are the merciful!"

Although Mr. Kussow has by no means met us upon our definition of sectarianism, nor in any manner met our arguments showing the necessity of moral and religious instruction, yet he has entered upon ground that we claim, and we shall contest the point with him, and see who will hold it.

His design in making religion and sectarianism co-existent and co-extensive must be evident to every reader, for, having once established the point it appears evident to him that he can call to his aid the constitutio and, while purging us of sectarianism, blot out religion.

Has the day come when men will say, "to the mountains and rocks, fall on us and hide us from the face of him that sitteth on the throne." "Are they now to begin to hide themselves in the dens and in the rocks of the mountains?" Are we to hide from youth every idea of the Supreme Being? Are we to shut out all that tells of God? Then there must be a revolution. To what end? Why, that we awake to duty, that we look no more towards heaven, nor mention the name of God in the presence of children, that we banish all that tells of his presence, his power, wisdom, and goodness, that we obey the laws and constitution. If our opponent rightly expounds the laws, all are disobedient, even to Nature herself, all but the Atheist and, perchance the Pagan.

Hear now a well known truth:—

> "Lo, the poor Indian, whose untutored mind
> Sees God in the clouds, and hears him in the wind."

Now, let us vary these lines for another truth:—

> Lo, the poor Atheist, whose untutored soul
> Nor sees God in the clouds, nor hears him in the gale.

Banish the clouds, hush the winds, bid Æolus shut them up in their dungeon cave, hold fast the lightnings, let not the thunders utter their voice, swallow up the sea, darken the sun and moon, hurl the stars from their thrones, for, at morning dawn, at noon, at twilight eve, at dead of night they continue to whisper to the Indian, "There is a God," and to the enlightened they cry with a loud voice, "There is a God," to children they say, "There is a God." When Galileo was asked if he believed in a God, he says, picking up a straw, "Had I never seen anything else, I should know there is a God." Burn the straws, wither the flowers, hush the voice, darken the eye. Why should all these conspire to disturb the conscience of the Atheist in this land of religious liberty, and render their houses separate a day's journey. But hold, says our opponent, we object to nothing but the voice. Yes, let all nature speak, but let not the voice repeat the sound. Sure,

> "What cannot be cured
> Must be endured."

Happy thought! spirit of concession! At this point we imagine the following question: If Nature is so true to her author, and has so many voices, why ask another?

Nature speaks to the man of the forest, and he calls the voice the Great Spirit; but his knowledge of God is still very imperfect; he sees him as through a glass, darkly; and, receiving his morals and religion in the same manner, they are alike imperfect. "Man by wisdom knows not

God," but, through revelation God becomes a reality in the mind, and his goodness, might, wisdom, and all his attributes become known, and morals and religion are in themselves perfected.

Now, let us consider where we stand. Mr. Kussow, under no condition, will permit us to give, in our schools, any religious instruction, or idea about a Supreme Being, or God, drawn either from nature or revelation. but requires us to teach morals, though our moral code must be drawn entirely from Nature, of necessity, as he will not allow revelation. Then every man to his own god; he that will not have revelation shall not have it, no, never. Let the finger of scorn and contempt be pointed at the plagiarist who purloins from the Bible a code of morals, or a system of religion, and palms it off upon the world as a production of his own brain. Our customs, manners, morals, and laws are all much affected by Holy Writ. A great majority of our youth learn from parents, ministers, teachers, papers, and books, the Word of God. Our moral code is taken from the tables of stone and from the sacred teachings heard from the base of a mountain in the Holy Land. Our laws are made within the hearing of prayer, and every oath is given in the name of God.

Then away! We protest against gleaning morals from a Bible land; take not a word or thought from the codes of enlightened America or Europe; go not to Jerusalem; stop not in all Palestine; ask not ancient Greece and Rome, for they saw the light from Palestine, and the Jew was there, and was accustomed to repeat the treasures and maxims of the sacred prophets, for "Plato says what he and the Greeks in general knew of the gods they learned of the Israelites; ask not Confucius, for he was a great traveler, and traveled mostly in search of moral precepts, and he could not have returned from his long journeys in the West without imbuing his garments with holy fire; nor look to Egypt till her darkness fully come, nor search where has been heard the voice of the missionary, but go into the midst of the unknown sea, where the sound of prayer has never been heard, nor the light of revelation gleamed; go to the wilds of the north, or to the bleak heights of Patagonia; to Ethiopia before she stretches forth her hand to God; go, finally, and search "in the dens and and rocks of the mountain" and bring us nature's pure code, not written mid the thunderings, smoke, and fire of Sinai, by the finger of God, but written by the wild shriek of a forest savage upon the hollow wind. Go, bring that "complex of all virtues."

When this compendium of all goodness is produced, will it please all men? It is not a supposable case. Is it just to ask a class of people to pay for instructing their children in a code of morals in which they do not believe?

Again, suppose Mr. Kussow will permit us to draw our morals from the best codes of our own Bible land; shall we say it is wrong to murder, to steal, to lie, to defraud, to gamble, to sell intoxicating drinks, to play at billiards or at cards, to dance, to use profane language, to violate the Sabbath, to hold slaves, etc. Have not slaveholders rights, have not non-slaveholders rights, have not gamblers rights, have not liquor dealers rights, and pleasure seekers? In this country, where the freedom of conscience is guaranteed to all, are we not bound to grant all their opinions and teach to suit all. But Mr. Kussow says morals should be taught, and also claims that in religious matters a teacher cannot instruct contrary to his creed, unless he be a knave or a hypocrite; and this last remark will, of course, apply to giving moral instruction. Now, what shall be done. Oh, says Mr. K., we cannot expect to please all. Very well, another happy thought. Perhaps we shall not be obliged, on all points, to suit Atheists and Pagans. That we need not come under the head of knaves and hypocrits we must, of course, teach our own views of morality; therefore, what shall we do who have received our moral instruction from the Bible? Of course, teach it. Well then, we may carry the Bible to school in our heads, but not in our hands, and thus use it as a text-book of morals. How shall we avoid the conclusion, unless we import teachers from Oceanica or Patagonia?

May we introduce into our schools the studies of mathematics and the natural sciences? Mathematics has so enlarged the views of man, has entered so deep into the works of creation that we are much strengthened thereby in the belief of the omnipotence of the Creator. The natural sciences have so exhibited to the mind of man the skill, goodness, and manifest design in creation, that he is constrained to cry out, "Sure, there is a God," a skillful, contriving, all-wise, almighty being. Nature, aided by mathematics and the natural sciences, has so scattered the army of Atheists that it is two days journey from house to house. Ought not these subjects to be driven from our schools? Have we a right to do indirectly what we would not do directly. They are not religious subjects but they affect us religiously. Have not Atheists and Pagans rights? An Atheist sends his cherished offspring to a public school, an unsuspecting child. He studies mathematics, natural history, astronomy. He discovers manifest wisdom and dssign in all things. He gazes with wonder upon the beauty of the human eye, with wonder upon the insect that crawls at his feet, with amazement upon the heavens. His view is enlarged, his mind elevated. At last he sees Galileo's straw, and declares, "There is a God," and thus brings shame and sorrow to the gray hairs of his Atheistic father. So the Pagan who is severely taxed for the support

of a public school finds his children have left the ancient faith and have thrown their idols to the moles and bats.

We imagine Mr. Kussow says here, "It is to be regretted, but the circumstances of the case demand the sacrifice; we cannot please all." But are you not now satisfied, since we allow you the voices of Nature, the power of science, and the head and heart full of Biblical morality. All this is good, and he is kind and conceding, but we would ask one more favor, a great favor, and then some small favors. What we have now received is sufficient to destroy Atheism and Paganism, and expel it from the heart, but it is not sufficient to implant in its place the true worship of God, and engraft in it the elements of real life and peace. It is one thing to eradicate the old tree, and quite another to plant the new.

We now ask the privilege to carry with us into the school a head and heart full of the religion of nature and revelation, with various and numerous assistants, and to deal out at proper seasons and on proper occasions of this abundance under the law, and according to the constitution, as the laws and constitution are evidently understood by the people, and as they were understood by their makers.

Then first: Shall we be allowed these various and numerous aids? If not, what shall be done with Sanders' spelling book, the elementary, with children's primers, first, second, third, fourth, and fifth readers. All these, probably, without exception, direct the child's mind to God, and nearly all contain numerous extracts and quotations from the Bible, and, of course, must be sectarian? What must be done with Paley's Natural Theology? it is one of the natural sciences, it dissects natural objects, the eye, the ear, the organs of speech, exhibits the wonders in the world of insects, and points to the magnificence of the heavens, and shows the singular contrivances, the manifest wisdom and design in all things, and draws the "inevitable conclusion" that there must be a great first cause which he calls God. What shall we do with Cutter's and Lambert's physiologys, with Burritt's astronomy, with Cowdrey's and Willard's moral lessons, and, in fact, with all moral and mental science, with Webster's Dictionary, for in it are numerous direct quotations from the Scriptures, and, although quoted for a scientific purpose, children might read them for a religious purpose. What shall be done with a great majority of histories, for all these point to Heaven, all more or less frequently draw the "inevitable conclusion. And again, all these are used in our schools somewhere from the first primary to the university. It is evident what must be done. Mr. Kussow must send out his pupils of philosophical mind, so skilled in puzzles and unconstitutionalities, and cause them to go through the land from Eastport to San Francisco, and rouse the peo-

ple to a knowledge of their danger, gather together all of these incendiary books, make a bonfire that will light up the stars and send the "peculiar light back to heaven, whence it came. Then Mr. Kussow must gather all the atheistic ruins of the wide world, and call up all the spirits of the atheistic dead to renew science and make it like a desert without a pool of water, like the ocean in cloudy midnight darkness, and cover the heavens with brass that not a single beam from thence return upon a page.

But superintendents and all school officers throughout the nation recommend these books, and the people of all denominations and classes use them without murmur or suspicion of sectarianism. Doubtless some obscure sickly Atheist may have felt uneasy at some ideas in their pages and perhaps a Pagan. But in any of these books the idea of inculcating sectarian principles has not been urged.

Perhaps, however, Mr. Kussow will claim that he did not intend to include these books as objectionable, although they direct the eye to Heaven, draw the "inevitable conclusion," contain numerous quotations and extracts from the Bible, and thus continually convey "some idea of a Supreme Being, or God." But can we be permitted to use books that propagate such ideas, and not be allowed ourselves to take up and continue the sound? Can we be permitted to use books that insert numerous extracts from the Old and New Testaments and still be denied the books themselves.

He that looks over our country and sees how our school books are received, and that really knows and understands the spirit of our laws and constitutions, comprehends the character and motives of those who were the "Fathers of the Country," and still objects to the education of our youth in the love of God, raises his voice, not unconsciously, against the spirit of the age, the Declaration of Independence, of our laws and our constitutions. He that regards not the the voice of the nations, he that will not listen to opinions of such men as Washington, Franklin, Adams, Jefferson, Burke, Brougham, Webster, Stowe, Mann, Guizot, Wyse, Meilleur, etc., (see L. C. Draper's Report for 1858,) in regard to their opinions of the Bible, and religious teaching, will hear nothing but his own opinion.

Now, if Mr. Kussow will not allow us the books referred to, including also the Bible, provided that we observe strictly the constitutional provisions as usually understood, we must lay the pen aside, after stating that we cannot please Mr. Kussow, nor him that thinks the sun a ball of fire, or one that believes the world flat, or the human head like a half-bushel, or the human eye the creation of an unintelligent, undesigning, natural law, on the ground that we cannot please every body, however much we might desire.

But we must take the pen again to report the discovery made by Mr. Kussow, that "prayer at the opening of school is, at best, a waste of time;" and also the discovery of Mr. K.'s pupil, that the Bible itself forbids public prayer. How ashamed the praying world will be when they discover their egregious blunder in the study of the Bible! There are many more peculiar assertions in Mr. K.'s essay, but we have not space to consider more.

We wish now, in a few words, to express what we believe to be the teacher's proper position. It is evident that a teacher, upon any and all subjects, should teach what he deems truth, but he need not necessarily teach all he believes to be true. One may believe in baptism by immersion, in the perseverance of the saints, in transubstantiation, in the doctrine of falling from grace; he may hold to one or more of these doctrines and yet never even refer to them in the presence of his pupils, and at the same time teach continually the fundamental principles of theology and religion. Again, if teachers desire to teach special creeds, they can do so without the Bible, and without prayer; but we believe such is not the desire of teachers, nor do we believe the people will be distracted or excited to jealousy. All must concede something, and all for the common good must unite upon common ground, Presbyterians, Methodists, Baptists, etc. Catholics and Jews have desired, more or less, to establish schools wherein to teach their special creeds, but all are yielding, and almost without murmur, to the great common or public school system, and seem willing to allow liberal ground broad enough for general education. We are permitted, and, we believe, justly, to take all generally admitted ground. We are permitted to give instruction upon the subjects of physiology and hygiene, but we would not think it proper to prejudice the minds of children upon the disputed points of pathology and medicine; we may properly instruct pupils in regard to the peculiaralities of our government, and teach political economy, and yet it would be inconsistent for us to introduce into our schools present politics; and, in like manner, there remains for us a great field of generally undisputed territory upon the subjects of theology and fundamental religion, separate from sectarian creeds. Thus there is left for us a grand platform for the public education of youth, which sends them forth into the world with enlarged, elevated, unbiased views to select for themselves with cultivated judgment in disputed points of morality, medicine, politics and religion.

A. PICKETT.

Superintendent's Department

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(Continued from the February Number.)

Q. Can a member of the District Board be removed from his office for neglect or refusal to perform the duties thereof?

A. There is no provision of law for the removal from office of any District officer for neglect or refusal to perform the duties assigned him. He may be fined for any such neglect. See School Code for 1859, Section 88. To this there is an apparent exception in the case of the Treasurer, whose office may be declared vacant by the Governor whenever a judgment is obtained against him upon his official bond. See Revised Statutes, Chapter 14, Section 3.

Q. Is the Town Treasurer authorized to pay to the County Treasurer any school moneys coming into his hands?

A. He is not. All school moneys coming into the hands of the Town Treasurer are to be paid over by him to the proper officers, as follows: Money raised by tax levied upon the town by the County Board of Supervisors, and money raised by vote of the town at its annual meeting, must be paid to the Town Superintendent. (See School Code for 1859, Section 45, Subsection 3.) Money raised by vote of districts at their annual meetings must be paid to the District Treasurers. (See School code for 1859, Section 35.)

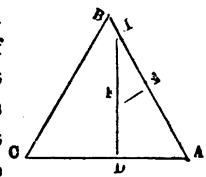
Q. How shall the Town Superintendent apportion the moneys received by him?

A. It is the duty of the Town Superintendent "to apportion the school moneys received from the town and county treasurers, on the third Monday in March in each year, or as soon thereafter as he shall receive the same, to the several districts and parts of districts within his town, in proportion to the number of children residing in each, over the age of four and under the age of twenty years, as the same may appear from the last annual reports of their respective clerks, excepting such moneys as towns may raise for school purposes by a special tax, in addition to the tax imposed by the county Boards in pursuance of section 53, chapter 18, Revised Statutes, and all such moneys raised in addition to the amount required by law shall be apportioned among the several districts and parts of districts in each town, according to the assessed valuation of each district, as it shall appear from the last equalized assessment roll of the town; provided always that a majority of the legal voters at any annual town meeting voting such tax, shall not, by vote, decide to the contrary." By this it will be perceived that the

money raised by towns, in addition to the tax levied by the connty Board of Supervisors, is hereafter ro be apportioned according to the assessed valuation of each District, unless otherwise directed by vote of town.

J. L. PICKARD,
State Supt. Pub. Ins.

Mathematical Department.



Solution of Problem No. 33.—Let the triangle ABC represent the garden. Let A be the place of the highest tower; C of the lowest tower. Let D be the point on the side AC at equal distances from from the tops of the towers at A and C. Let E be the point on the side AB, equidistant from the tops of the towers at A and B. Draw the line EF perpendicular to AB, and the line DF perpendicular to AC. It is evident that the point F at the intersection of EF and DF is equidistant from the tops of the three towers. Continue the line DF, and let H be the point of intersection of the continuation of DF with AB. To find the position of the points D and E: $50^2-30^2\div200\div2=4=$distance of D from middle of AC; $50^2-40^2\div200\div2=2\frac{1}{4}=$distance of E from middle of AB: whence, $AD=96$ feet, and AE $97\frac{3}{4}$ feet. Observe that the triangle ADH and FEH are similar to half the eqilateral triangle, therefore $AD\times2=AH=192$. $AH-AE=192-97\frac{3}{4}=EH=94\frac{1}{4}$. $EH^2\div3=EF^2=2961\frac{1}{48}$.

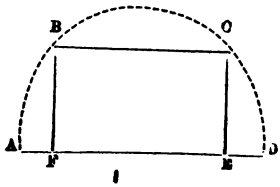
$\sqrt{EF^2+AE^2+50^2}=$distance of F from top of towers.

$EF^2=2961\frac{1}{48}$; $AE^2=9555\frac{1}{16}$; $50^2=2500$. $2961\frac{1}{48}+9555\frac{1}{16}+2500=15016\frac{1}{12}$.

$\sqrt{15016\frac{1}{12}}=122.54012$ feet, equals distance of F from top of towers.

$$\left.\begin{array}{l}\sqrt{15016\frac{1}{12}-2500}=111.42723 \text{ feet,}\\ \sqrt{15016\frac{1}{12}-1600}=115.82781 \text{ feet,}\\ \sqrt{15016\frac{1}{12}-900}=118.81112 \text{ feet,}\end{array}\right\}\text{Distance of the pt. } F \text{ from bases of towers.}$$

PLYMOUTH, Feb. 1, 1860. S. LITTLEFIELD.



Solution of Problem No. 35[1].—Let $ABCD$ represent a semi-ellipse, and $FBCE$ its greatest inscribed rectangle. Put $2x=FE=BC$, and $y=BF=CE$. Hence, $2xy=FE.BF$ (1). The equation of the curve is $a^2y^2+b^2x^2=a^2b^2$ in which $a=\frac{1}{2}$ the major axis and $b=\frac{1}{2}$ the minor axis. Hence, $y=\sqrt{\frac{a^2b^2-b^2x^2}{a^2}}=\frac{b}{a}\sqrt{a^2-x^2}$. Substituting this value of y in equation (1), and omitting constant factors, we have $x\sqrt{a^2-x^2}$=maximum. Differentiating this last expression gives $\sqrt{a^2-x^2}.dx-\frac{x^2dx}{\sqrt{a^2-x^2}}=0$. Dividing by dx and reducing, we obtain $x=\frac{a}{\sqrt{2}}$. Having the value of x, we readily find $x=\frac{b}{\sqrt{2}}$. In Problem 35[1], $a=5$, and $b=3$; hence, $2x=10\div\sqrt{2}=7.07+=FE$, and $y=3\div\sqrt{2}=2.12+=BF$.

L. CAMPBELL.

Solution of Problem No. 36.—Let D represent the diameter of the requiried sphere, S its solidity, R the radius of the circle, and A its area. Then $\frac{3.1416}{6}D^3=S$, and $3,1416R^2=A$. Hence, $\frac{3.1416}{6}D^3+3.1416R^2=1000-2D$ (1). By the problem, $D=2R$ (2). Eliminating R from equations (1) and (2) and reducing, we get $D^3+1.5D^2+3.819709D=1909.854851$, from which we readily find $D=11.8281+$.

L. CAMPBELL.

Problem No. 37.—x will contain 24 a certain number of times and leave a remainder of 17; x will contain 17 a certain number of times and leave a remainder of 11; x will contain 11 a certain number of times and leave a remainder of 3. What is the least possible whole number which can be substituted for x.

E. A. ROOD.

Problem No. 38.—A and B start at the same time from two different points, M and N. A starts from the point M, and travels on a straight line at the rate of two miles per hour. The distance from A to B is constantly equal. The distance from B to the point M=the distance from M to N, and in three hours A and B are equi-distant from M. How far does B travel the first, second and third hour?

KENOSHA COUNTY TEACHERS' ASSOCIATION.

PURSUANT to the call of the Executive Committee, the teachers and friends interested in the cause of education, met at Liberty, on Friday, Jan. 20th, at 2 o'clock P. M.

The exercises were opened with prayer by Rev. Mr. Payne, and music by the choir. Next in order was the reading of the Secretary's report, and alterations and amendments to the Constitution, followed by an essay by M. M. Rice, of Somers, on "Practical Teaching." An opportunity was then afforded of subscribing to the Constitution and By-laws, after which the Institute adjourned until evening.

At 7 o'clock P. M. an unusually large audience assembled. After a prayer by Rev. Mr. Stimpson, the roll was called, and the members responded to their names by appropriate sentiments.

Essays were read by the following persons: I. G. Thompson, Kenosha, subject, "Home Influence an element of Human Culture"; Miss Baker, of Kenosha, subject, "Look Up! for Heaven's above"; Miss Chamberlain, of Kenosha, subject, "The Meaning of Life, and How to Spend It"; Mr. Bailey, of Salem, subject, "School Houses and School Teachers Thirty Years Ago." These essays were well written and read. The views presented were elevated and practical, and were received by the audience with much acceptance. The Glee Club of Somers, School No. 2, under the charge of M. M. Rice, favored the Association with a song.

A report of the condition of the schools in the different townships was called for. Mr. Leonard Lee represented the town of Somers; he believed they were making progress, but was not particularly acquainted with their condition; he could say, however, with confidence, that District No. 2 was flourishing. Mr. Bowker reported favorably of Pleasant Prairie. Mr. C. Bourne reported Paris as not taking the interest she should in her schools. Dr. S. R. McClellan remarked that he could not say much in favor of Wheatland. Mr. Baily reported that the majority of the schools in Salem would be classed as No. 1. By an oversight, Bristol was not called for, but we are authorized by a gentleman from that town to state that a glorious work is doing there this winter for the schools.

Mr. T. J. Connatty made some beautiful and practical remarks upon the responsibilities of teachers, which were listened to with interest and attention by the audience. He was followed by Rev. Mr. Stimpson, in a short address, which was also interesting. At the close of the session, a committee on resolutions. consisting of the following persons, was appointed by the chair: A. Bailey, M. Rice, and I. G. Thompson. Adjourned.

On Saturday morning the exercises were opened with singing by the

Glee Club of Somers, and prayer by Rev. Mr. Payne. One hundred and one members enrolled as in attendance this morning.

Mr. Conatty proposed that some amendments be made to the constitution, when the following were adopted: That the officers of the Society hold office for the term of one year; that the Association meet upon the first Friday in May, and the first Friday in November, of each year, and that a tax of twenty-five cents be levied upon each male member of the Association.

Mr. F. S. Bowker then read an essay, subject, "Success in Life"; and Miss Hicks, one written by Miss Locke, of Kenosha, subject, "Schools and their Teachers." Like the essays read the evening previous, these also were of a high order, pointed, practical, earnest. The Glee Club of District No. 2 of Somers was requested by a number of members to entain the Association with a few songs.

The audience was highly pleased with their singing. It was a practical illustration of what should be introduced into every school, and what may be done in the matter of vocal music, and it is earnestly hoped that teachers will endeavor, as much as possible, to cultivate this refining and ennobling art in their schools.

The following resolution was warmly discussed and unanimously adopted: Resolved that the claims of common schools should take precedence of all other secular interests. The gentlemen who engaged in the discussion, were Messrs. Rice, I. G. Thompson, Bingham, Hoskins, Stafford, Johnson, Sherwood, Judson, Moran, Boice, Dodge, Wright, Cass, Rev. Mr. Stimpson, and Rev. Mr. Payne. Those who participated in the discussion showed conclusively the interest and confidence they felt in common Schools.

The Association met at 1½ o'clock. The President in the chair. Mr. Bailey, on behalf of the Committee on Resolutions, submitted the following, which, after remark, were unanimously adopted:

Resolved, That no school teacher should be employed who makes use of ardent spirits, tobacco, or profane language.

Resolved, That we regard the frequent change of teachers and text-books a great detriment to the success of our common schools, and that we urge upon all interested the propriety of employing teachers by the year.

Resolved, That the teachers of this Association tender their most sincere thanks to Mr. T. J. Conatty, Rev. Mr. Stimpson and Rev. Mr. Payne for their efficient efforts in rendering the exercises of this session interesting and profitable.

Resolved, That we extend to the Trustees, and Society of the Congregational Church, our warmest thanks, for the use of this Church, for the public exercises of the session.

Resolved, That the thanks of the Association be tendered to the Choir of the Church, the Wilmot Glee Club and the Glee Club of Dist. No. 2 of Somers, for their services.

Resolved, That we tender to the citizens of Salem, our sincere thanks for the kindness with which we have been received and entertained during the session, and we desire to assure them

that this kindness will be long remembered, and that we shall ever recur to our visit here as a bright spot upon the page of life.

An essay was then read by Miss Lydia F. Bourne, subject, "What Sculpture is to the Marble, Education is to the Mind."

Mr. Bosworth spoke briefly to the meeting, and closed by offering the following resolution, which was discussed, but not adopted:

Resolved, That during recitations pupils should depend wholly upon their teachers for instruction.

Mr. Leonard Lee, of Somers, offered the following resolution, which was unanimously adopted:

Resolved, That the several District School Boards of the county be requested to allow teachers to vacate their schools whenever necessary to attend the meetings of this Association without loss of time.

Rev. Mr. Payne, in behalf of the citizens of Salem, proposed a vote of thanks to the Association for holding the first meeting in that town.

Mr. Dudley Cass moved that the proceedings of this meeting be published in the Kenosha papers, and Mr. Bingham moved that they also be furnished the Wisconsin Journal of Education for insertion; both motions were carried.

Mr. Conatty addressed the teachers, congratulating them upon the promise of progress revealed in that first meeting of the Association. He urged fidelity and earnestness in their work; devotion to the glorious calling; self-sacrifice, if necessary, for the cause of virtue and sound learning. This county organization bound all, teachers and patrons of schools, who had signed the constitution, in a common bond of union; established, as it were, a brotherhood of workers for the public schools and the cause of popular education. We should, then, be active, living agents in this cause in our several localities, and see that we take no step backward, but make our vantage ground sure, by making every day a new conquest.

The Association adjourned at 3 o'clock P. M.

Thus closed the first meeting of our County Teachers' Association, and we think we but express the general conviction when we add that a more spirited pleasant and profitable educational gathering it has never been our good fortune to attend. A feeling of harmony prevailed throughout the session. The good order was remarkable, when we take into account the crowded state of the house. The interest was deep and well sustained, the whole time of meeting. We can safely say that the promise of the President was fulfilled to the letter, and that every one present went home "with a stronger hand, a larger heart, more exalted views and quickened perceptions," prepared to do faithful work in the schoolroom; enabled better to bear the toils and perplexities of this grand calling, and content to look away beyond the visible horizon of the earth for that reward—infinitely transcending in value any pecuniary return—which always comes

to him who labors for the benefit of his fellow men, and who is a co-worker with the good and the true of every age and clime, in the grand office of elevating the human race.

B. L. DODGE, *Rec. Sec.* T. J. CONATTY, *President.*

Editorial Miscellany.

EXPLANATION.—In the proceedings of the last annual meeting of the State Teachers' Association, published in the Journal for August, 1859, appears a report of the Editorial Committee, in which the following paragraph occurs: "The Committee also recommend that the amount of $50, due to Col. Frank, of Kenosha for editorial services rendered two years ago, be loaned the Resident Editor by the Association in order that this indebtedness may be discharged, it being understood that the former editor, now absent from the country, will refund the loan on his return." An impression having been made upon the minds of some members of the Association that said paragraph reflected upon the business probity of the former editor, a disclaimer of any intention to make any such reflections was published in the Journal for December, and I feel it to be my duty to state that, acquainted as I was with all the facts of the case, I should not have permitted said paragraph to pass without explanation if I had supposed that it would convey any such impression as that above mentioned, and I now state for the information of all interested, that there was nothing in the business relations existing between the former editor and myself to justify any inferences unfavorable to his character as a prompt and reliable business man.

MADISON, Feb. 25, 1860. A. J. CRAIG.

THE ATLANTIC MONTHLY for March is an excellent number embracing in its table of contents the following articles: The French Character; The Pursuit of Knowledge under Difficulties; Implora Pace; The Progress of the Electric Telegraph; Love and Self Love; To the Muse; Screw Populsion; White Mice; For Christie's Sake; The Nursery Blarney Stone; The Professor's Story; Is the Religious Want of the Age Met; Reviews and Literary Notices. We have no room to point out the best articles, nor is it necessary when all are so good. Get it and read for yourselves.

THE LADIES' HOME MAGAZINE for March came promptly to hand, and is filled, as usual, with interesting and nseful articles, illustrations, fashion plates, etc., etc. Arthur's new story, "After the Storm," is increasing in interest, and abounds in good wholesome truths, applicable to the present condition of things in social life.

STATE UNIVERSITY.—Chancellor Barnard has returned from Hartford, and is actively engaged in the duties of his office. He will endeavor, as far as circumstances will permit, to make the influence of the University felt, as a living, active agency, in our educational system. For change of terms, etc., see advertisement in this number. For proof that the University is becoming an efficient agent in furnishing a practical education, we refer our readers to the announcement in reference to the engineering department of the institution. That the University should be something different from a college, thai in its perfect development it should comprise a collection of schools of literature, art and science, to any of which pupils should be admitted without being required to enter either of the others, and that in these schools the best and most complete instruction in the specialty taught in them should be furnished at a slight cost to all who wish it, is the prevailing sentiment of a majority of those who have given the matter any consideration, and we hope to see their wishes and expectations realized at no distant day. The department of Engineering is under the charge of Mr. T. D. Coryell, a zealous and competent instructor, a graduate of the University, and a true friend of popular education.

PAPERS FOR WISCONSIN TEACHERS.—NO. ONE.—The subscribers for the Pamphlet to be issued by Chancellor Barnard, containing the proceedings of the Institutes held under the auspices of the Normal Regents, in 1859, will be glad to learn that the work is now ready for distribution. The unavoidable delay in its publication is more than compensated, in the amount and quality of matter which it contains. From a meager pamphlet it has grown to an octavo volume of more than four hundred pages; embracing more of the very best educational literature, than any two volumes of the Teacher's Library.

In addition to Institute matter, there is a paper upon "*Intellectual Education, or the Cultivation of the Perceptive, Reflective, and Expressive Faculties*," by Wm. Russell, A.M.; "*The True Order of Studies*," by Rev. Thomas Hill, D D.; "*Letters to a Young Teacher*," by Gideon F. Thayer, A.M.; "*Catechism on Methods of Teaching*," from the German; "*Religious Instruction in Public Schools*," by Rev. Geo. Burgess, D.D.; "*Unconscious Tuition*," by Rev. F. D. Huntington, D.D.; "*Questions for the Examination of a School*," and "*Topics for Discussion in Teachers' Meetings*," by Chancellor Barnard.

The volume will be forwarded in packages to the places where the Institutes were held last autumn, or may be held the ensuing spring, of which notice will be given the subscribers by circular.

WE call the special attention of our readers to the advertisement by Messrs. Hickling, Swan & Brewer, of Boston, announcing the completion of Worcester's Quarto Pictorial Dictionary. It is highly recommended by distinguished scholars and educators, and is undoubtedly a work of vast research. When we have examined it we shall have something further to say. See, also, advertisement of Milton Academy, which is in a flourishing condition, and, under its present management, eminently deserving of public confidence and patronage.

TEACHERS' INSTITUTES FOR 1860.—We are happy to announce that Chancellor Barnard, as Agent of the Normal Regents, will appoint, in the course of the year, as many Institutes as assurances of attendance and local accommodations will justify. Teachers and active friends of education, who desire to have an Institute held in their sections of the State, should move at once, and ascertain the probable number of teachers who will attend, in a particular month or week, the towns convenient of access, which will extend the usual hospitalities and communicate the result to the Agent at Madison. Chancellor Barnard designs to hold at least two Institutes of four weeks each;—one at Madison, (in connection with the State University,) commencing Wednesday morning, April 10th; provided at least fifty teachers signify their intention to attend;—the other, in connection with some other literary institution in the State, which will furnish class-room, part of the instruction, and use of apparatus, and will make necessary pledges of attendance. The entire expenses of board, lodging, fuel, lights, and instruction will not exceed ten dollars to each teacher in prompt, regular attendance.

THE OHIO JOURNAL OF EDUCATION, is suspended, and is succeeded by "The Ohio Educational Monthly," edited and published by F. W. Hurtt & Co., Columbus. The Ohio Journal has always been a welcome visitor, and the Educational Monthly will not, we think, fall a whit behind its predecessor.

BRYANT & STRATTON'S AMERICAN MERCHANT, for January, is received The principal articles are, Foreign Agencies; Sailors' Rights and Duties; Bankruptcy and Insolvence; Commercial Items and Statistics, comprising several short interesting sketches and a short Biography of Washington Irving. It is a valuable work, and well worth its cost, $2 a year. Address Bryant & Stratton, 18 Cooper Institute, New York.

BOOK TABLE.

THE RED ROVER, or the Skimmer of the Seas; a Tale by J. FENIMORE COOPER. New-York: W. A. Townsend & Co., 46 Walker St. 1860.

Another volume of the splendid edition of Cooper now in process of publication by the enterprising company whose imprint is on the title-page. Though not as popular as the Spy, or the Leather Stocking tales, it is, nevertheless, replete with interest, and gives some graphic descriptions, in the author's best vein, of sea scenes, and life on board ship. Messrs. Bliss, Eberhard & Festner, of this city, are agents for the work, or it may be procured directly of the publishers, who will send the volumes, as issued, by mail, postpaid, to any address under 3000 miles for $1.50 per volume.

HISTORY AND PROGRESS OF EDUCATION. from the earliest times to the present. Intended as a manual for teachers and students. By PHILOBIBLIUS, with an introduction by HENRY BARNARD, LL.D., Chancellor of the University of Wisconsin. New-York: Published by A. S. Barnes & Burr, 51 and 53 John St. 1860.

This book is a valuable addition to the "Teachers Library," and is, we believe, the first attempt, in this country, to present a connected history of educational systems and agencies covering the whole existence of our race. Though it comprises only a bare outline of the history of education, yet, in the compass of its three hundred pages is contained an amount of information relating to the subject of which it treats not to be found in any other work with which we are acquainted. It gives, so to speak, the position and boundaries of many countries which the student will be induced to visit and explore, and it puts the teacher in connection with the great minds of the past, who have given character to the education of nations, and formed and shaped the intellectual life of the world. It deserves, and, we trust, will have a wide circulation.

GEOLOGY FOR TEACHERS, CLASSES, AND PRIVATE STUDENTS, by SAYBORN TENNEY, A. M., lecturer on Physical Geography and Natural History in the Massachusetts Teachers' Institutes. Illustrated with two hundred wood engravings. Philadelphia: Published by E. H. Butler & Co. 1860.

The prominence which the researches and publications of Humboldt, Hugh Miller, Agassiz, and other eminent naturalists, have given to Physical Geography and Geology, has created such an interest in these subjects, and such a strong desire on the part of the people generally to become acquainted with them, that a supply of works calculated to meet the demand for light and information was to be expected, and as the school, in its different grades, is now the grand medium for conveying instruction, it is not to be wondered at that the works written should take the form of text-books for either the common, the high school, the academy, or the college. This is the third work of this class which the enterprising publishers of Philadelphia have issued during the past few months, and while prepared as a text-book for use in our schoole it is well calculated for general reading, giving, as it does, a brief outline of the whole subject as well as the special treatment of technical Geology. A good idea of the scope of the work may be obtained from the table of contents, which is as follows: chapter I., General statement of the subject; chap. II., The earth considered as a planet; chap. III., Chemical constitution of the earth; chap. IV., Mineral constitution of the earth: chap. V., The rocks which compose the earth; chap. VI., General view of the vegetable and animal kingdom; chap VII., Fossils, and classification of the rock formations; chap. VIII., Brief descriptions of the several systems of Fossiliferous rocks; chap. IX., Geological changes now going on, and the agencies by which they are produced; chap. X., Concluding remarks, glossary, and index. It is printed in large type, on clear white paper, and well illustrated with wood cuts.

AMERICAN NORMAL SCHOOLS, their theory, their workings, and their results, as embodied in the proceedings of the first annual convention of the AMERICAN NORMAL SCHOOL ASSOCIATION, held at Trenton New Jersey, August 19 and 20, 1859. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1860.

This work comprises, as stated in the title page, the proceedings of the American Normal, School convention, held at Trenton in August last, including the address of the President Wm. F. Phelps, Esq.; a paper by Prof. Alpheus Crosby, of the Salem, Mass., Normal School, on "The Sphere and Work of the American Normal School"; a paper by Prof. J. Ogden, of Ohio, on the subject, "To what extent can the art of teaching be taught in the Normal School? What are the best methods of doing this?" a paper by Richard Edwards, Esq, on "The course of study best suited to the objects of American Normal Schools"; with discussions and remarks upon the several papers presented, embodying a large amount of information in reference to the history, plan, objects, and success of Normal Schools. Facing the title page is a fine cut of the State Normal and Model Schools at Trenton, New Jersey, and in the back part of the book are given views of the State Normal University at Bloomington, Illinois, of the State Normal Schools at Framingham and Salem, Mass., and of the State Normal School at New Britain, Conn.

THE TEACHER'S ASSISTANT, by CHARLES NORTHEND. Boston: Crosby, Nichols & Co.

We have received from the publishers a copy of the above work, a notice of which will be found in the December number of the Journal. A further acquaintance with the work confirms us in the opinion that teachers will find it what it professes to be, an "assistant," and a valuable one too.

BIBLE HISTORY, a text-book for Seminaries, schools, and families, by SARAH R. HANNA, (formerly Miss Foster,) Principal of the Female Seminary, Washington, Pa. New-York; A. S. Barnes & Burr, 51 and 53 John St. 1860.

The principal facts of the Old Testament are presented in this work in the form of answers to qustions, and as the aim of the compiler is to present history and not doctrines, the book will prove acceptable to all who desire that the youth of our country should become better acquainted with the early history of our race.

BACK NUMBERS.

Owing to a removal of the Office, which disarranged the files of the JOURNAL, it has been impossible, for a month or two past, to supply back numbers; but the difficulties are now all removed, and back numbers from April, 1858, will be mailed, postage paid, to any Town Superintendent or District Clerk who has never received them, or who has failed to receive them regularly. A few numbers prior to the above date will be mailed, postage paid, on the receipt of ten cents per number.

NOTICE.

OFFICE OF COMMISSIONERS OF SCHOOL AND UNIVERSITY LANDS,
MADISON, January, 1860.

To Town Superintendents:—The Commissioners of School and University lands call the attention of Town Superintendents to Section 53, Chapter 165, of the Revised Statutes of 1858, which makes it a misdemeanor for any person to willfully cut, girdle, or destroy trees growing on any land belonging to the State, or to "willfully cut or take, carry or haul away from such lands, any timber or wood previously cut or severed from said land, or who shall dig or carry away any mineral, earth or stone in or upon any of said land." Section 55 of said chapter makes it the "*special duty* of superintendents of schools in each town," to inform the District Attorney of the county, of any offences mentioned in said section 53, and to give the names of the trespassers, and the names of the witnesses in the case. By Section 50, Chapter 28, of the Revised Statutes, it is provided that "the title or fee of all School and University land shall remain in the state until a patent shall issue for the same," and, until a patent is issued, the State can enforce penalties for waste committed on the lands. A certificate of sale issued from the State, only gives the holder, under Section 52 of Chapter 28, the posessory right to the land, and protects him from the penalty of the law while he is "actually using and applying any wood or timber on the land to the erection of fences or buildings thereon, or when taking firewood therefrom necessary for the use of his family, or when actually and fairly improving said land for the purpose of cultivation," and whenever a man in possession of land, by virtue of a certificate, exceeds these limits, he is liable to prosecution These sacred trusts, dedicated to the State for the purpose of educating her children, must be guarded with unceasing watchfulness. Every good citizen should stand sentinel over the safety of these lands, and the present Commissioners trust that all Town Superintendents will use the utmost vigilance in watching over the School and University lands, and in bringing trespassing offenders to speedy justice.

L. P. HARVEY,
SAM'L D. HASTINGS,
JAMES H. HOWE,
Ex-officio Coms. of S. and U Lands.

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OUR COMMON SCHOOLS.

THEIR PRESENT WANTS.

Continued from the March Number.

THE subject of supervision is, confessedly, one of great importance, and one that is intimately connected with the successful operation of our common schools, under whatever plan they may be organized. It is a well established principle, one that is incorporated into every department of society, that the success of any system depends very much upon the nature of the supervision employed. Inefficient or incompetent supervision may render abortive any organization however admirably perfected, while vigilant oversight will often be crowned with success, though parts of the system may be sadly defective.

It is equally true that successful supervision depends very much upon its adaptation to the nature and character of the subjects which pass under its review. It must be appropriate; it must be competent. It must extend over the whole field assigned to it. It must not be confined to a superfical survey, looking only at the more prominent characteristics, but, especially, in a system so extensive and complicated as that of our common schools, it should fully comprehend every movement. It should be able to watch, with the keenest perception, the minutest operations of the remote parts, and send a guiding force through every department and along every channel of the entire organization.

Our present plan of school supervision embraces the State Superintendent, located at the seat of government, as the head and source of vitality to the system, and the different Town Superintendents, scattered over the entire State, and located in near proximity to the public schools.

It will require no argument to convince those who have been connected with, and who have borne the responsibilities of supervision, that the more intimate and constant the relations between those officers the more successful will be their labors. Not more important is it to vigorous life, that the connection between the different parts of tho human body be complete and uninterrupted, than that there be a free and rapid communication between all of those who attempt to discharge the important duties of school supervision. The impulses which emanate from the head must be transmitted unimpared to the extremities, and reflex influences, must return with equal facility from the remotest parts.

One great defect in our present system, evidently, is that the extremes are too remote for the means of communication established; that, however vigorous may be the life-giving impulses which emanate from the State Superintendent, as the great center and head of the whole, the pulsations become almost imperceptible before they reach the remote extremities. We say, without implying any disrespect to any incumbent of that office, that, in many parts of the State, the impulses are as feeble as the signals of the Atlantic cable.

Two propositions have been presented at different times to remedy the defect under consideration. One is, to bring the extremes of the system into closer proximity by abolishing the office of Town Superintendent, and substituting that of County or Assembly District. This plan is adopted in the State of New York. The other proposition is, to create an intermediate office, which shall form the medium of a more perfect communication between the extremes. We propose briefly to examine the comparative merits of each plan.

It must be apparent, from a moment's reflection, that no supervision can be effective in any system unless it embraces frequent actual inspection. Especially is this true of our common schools. Those charged with the duties of supervision must often come into immediate contact with the subjects of their charge. They must, also, be accessible, at all times, by the teacher and patrons of the school. They must be able, from intimate acquaintance, to give counsel adapted to the circumstances presented. The success of the whole system of supervision, in our opinion, depends upon the faithful discharge of the duties here assigned. To this field all efforts for improvement must be directed, and upon this point all supervision concentrates. All plans and suggestions emanating from the State Superintendent must be borne along to these remote parts, to be there applied by competent officers, cooperating with the District Board and patrons of the school.

The removal of this influence from the immediate contact with our schools, and substituting a more remote, occasional, and interrupted agency in the form of an Assembly District Superintendency, cannot but weaken its power and impair its vitality. The advantages gained under the latter system of uniformity in plans and methods, of concert of action,

are more than counter-balanced by the loss of interest arising from the absence of the frequent visits of a warm hearted and efficient town officer. No system of semi-annual visitatien can meet the demands of the school districts, even though made at stated periods by competent officers. Every school assumes an increasing interest at every stage of its progress, and none have, as yet, arrived at a condition to dispense with frequent inspection and wholesome supervision.

Nor are the advantages which are claimed in favor of the Assembly District plan necessarily limited to it. On the contrary, concert of action and uniformity of qualifications for teachers may be established under the town system, when brought into active communication. Each town is not an isolated commonwealth, confined to its own resources, and shut out from all knowledge of the world's advancement. The cords of sympathy and feeling run out in every direction, along which the activities of thought flash in rapid succession, while the winged messengers of the press drop precious truth upon almost every threshold. Teachers' Institutes and County Associations are, also, rapidly pushing the reform in this direction, while, at the same time, better talent is being called into the field of supervision.

It is objected that incompetent men are often selected to fill the town office, and that inefficiency is often the necessary result of inability, This is, no doubt, true in many instances, but the other method is, by no means, free from the same objection. Party influences and political preferences always control the higher offices, and men often find their way to positions they are unqualified to occupy. The more extensive the field of labor, the greater the evils which follow the indifferent discharge of the duties involved. We know, from observation, that some counties in New York have suffered materially in this respect under the change of their system of school supervision.

We do, therefore, most earnestly protest against the abolition of the office of Town Superintendent. We believe that means may be put in operation which shall remove the objections heretofore urged against the office, and which shall secure an efficiency that shall bear upon every school district in the State. One important means to this end, is, to impose additional duties upon the office, and make the incumbent more directly responsible for the faithful discharge of those duties. Let him be required to make a full and accurate report of the condition of each school in his town, accompanied with such suggestions and remarks as he deems proper for the improvement of the schools. Let his report be read in open town meeting, at the expiration of his term of office, and let one copy of the same be filed with the clerk of the town, and another transmitted to the State Superintendent, an abstract of which shall be embodied in his annual report. This plan has been adopted in Massachusetts during the last twenty years, and, perhaps no other influence has been equal in advancing the schools of that State to their present high position.

The Secretary of the Board of Education, in his last annual report, thus states the benefits of this requirement: "The people now usually elect well qualified men, and it is believed that the extracts from the local reports, published annually by the Board of Education, constitute the best series of papers in the language upon the various topics that have from time to time been considered. By the publication of these abstracts, the committees, and, indeed, the people generally, are made acquainted with everything that has been done, or is at any time doing, in the Commonwealth. Improvements that would otherwise remain local, are made universal; information in regard to general errors is easily communicated, and the errors themselves are speedily removed, while the system is, in all respects, rendered homogeneous and efficient."

The plan of establishing an intermediate officer as a connecting link between the State and the Town Superintendent has been frequently discussed, and warm advocates of the measure have not been wanting at any stage of the discussion. Upon the naked question of utility, there seems to be but little difference of opinion, for experience has demonstrated the superior efficiency of that mode of supervision. But, unfortunately, there are other questions introduced in the discussion. The inquiry is not simply, which is the *best* plan proposed, but *what will it cost?* In these times of repudiation and bankruptcy, of fraud and peculation in high places, when the burdens of taxation have become almost as onerous as the tasks of Israelitish bondage, the question to be met before the people is, what system of supervision will answer the demands of our public schools with the least expenditure of money. We admit this is not the question of an enlightened and liberal policy. But here, as every where else, the cry of retrenchment is clamorous against the means for intellectual and moral culture, while sensual appetites. and physical luxuries demand the freeest gratification.

That some kind of an intermediate office ought to be established in our system of school supervision, we affirm without any degree of hesitation. The subject of appeals, and the numerous local questions which ought to be determined before they reach the State Superintendent, furnish reasons of great weight in favor of such an office. But we would not press the question. We must wait patiently for a more favorable public sentiment and watch in silence the great and mighty influences that steal along the footsteps of time. B.

The end of all instruction is virtue; and after this must the scholar strive, even as he who draws the bow, must fear nothing so much as to miss.—*Tschudi.*

THE TRUE ORDER OF STUDIES.

BY PRES. HILL, ANTIOCH, OHIO.

(*Continued from the February Number.*)

Our third great division of human science includes all that is historical, the record of man's doings and sayings; and we have indicated, in our tabular view, a rough subdivision of this group of sciences into four smaller groups. The first of these smaller groups treats of man's use of nature as commodity; that is, for purposes of agriculture, manufacture, or commerce. The second embraces the fine arts; the third, language,—the use of speech or writing to express thought. The fourth treats of social life, custom, and law. The reasons for this subdivision, and for the order in in which the groups are arranged, will be evident on a moment's thought. The use of the world for our bodily needs is first in the order of time and of simplicity; and the earliest knowledge that a child has of the works of man, as distinguished from the works of nature, consists in knowing that man puts nature to use. It is true, however, that this precedence in knowledge is more logical than chronological, since only a few months pass over a child's head before it uses dolls and pictures as naturally as food and clothing; showing how early the artistic use of nature is begun.

The invention and use of language must certainly be subsequent to the use of material things; and the ability to communicate ideas by language must precede any attempt at social law or order.

Without historical knowledge, a child would grow up a barbarian. The chief distinction of an educated man, or of a civilized nation, consists in a knowledge of the wisdom gained through the experience of previous generations. A child is, however, usually suffered to learn the history of manufactures, commerce, and agriculture without distinct instruction. Books of trade and books of commerce for children's use have never enjoyed a wide popularity, although recommended by many of the best writers on education. The great obstacle to the teaching of any historical branch consists in the multiplicity of details which it involves. General principles are with difficulty applied to bring the numerous facts connected with agriculture, manufactures, and commerce, into a form adapted for the instruction of children. Much must be done incidentally, and education in this respect will therefore depend upon the family as much as upon the school. A very young child will be interested and benefited by being taught the simplest processes of planting and sowing, and of tending the growing plants. If in the city, it may be necessary to do this by description; if in the country, it should of course be done experimentally. Every one of the articles in household use should fur-

nish lessons concerning the mode in which the raw material is rendered subservient to man's needs. The whole processes of grinding and bolting wheat; of fermenting and baking bread; of planting, tending, gathering, cleaning, carding, spinning, weaving, bleaching, dyeing or printing cotton; of tending sheep; of shearing and cleansing wool; of spinning, dyeing, and weaving yarn into the various kinds of carpeting; of tanning leather, and making boots and shoes; of the manufacture of glass; of digging and smelting ores, and working metals,—in short, of producing from the raw materials any of those articles of manufacture which the child daily sees and handles,—will furnish subjects for valuable and interesting lessons. If the parent or the school-teacher is ignorant concerning them, the requisite information may readily be obtained from books like the Penny Encyclopedia, or smaller volumes prepared expressly for the young. Undoubtedly the best mode of instructing a child, concerning any of the operations in the useful arts, is to allow him to see the process going on; and, whenever it is practicable, this course should be adopted. It is not, however, always agreeable to a manufacturer to be interrupted by visitors, and in some places it would be dangerous to allow children to pass among machinery arranged with a view to work, and not to show. But advantage should be taken of those places where work can be seen without interruption to the workmen, and especially of industrial exhibitions and mechanic's fairs.

Beside the enlargement of mind, the extension of the circle of ideas, the increase of his power of conception, which a child may gain from the examination of agricultural tools and labor-saving machinery, he will be likely to choose his occupation in life more intelligently, and with a more just reference to his own powers. The attraction which plays so large a part in the theory of the socialists cannot have fair play, and bring a child into his appropriate sphere of labor, if this opportunity is not furnished of determining towards what sphere he is most strongly drawn. A history of inventions, books containing the first rudiments of agriculture, books somewhat like Babbage's Economy of Manufactures, but treating also of carpentry and ship-building, and one on commerce, ought to make a part of the child's reading. No reading-books with which we are acquainted give a complete view of these subjects, in a form adapted to school use; but we have found Miss Edgeworth's "Harry and Lucy" answer tolerably well.

The moment that man's bodily needs are satisfied he expresses his feelings in art. Music and dancing, sculpture and painting, are as natural as eating and drinking. The child of a year old makes anything into a doll, and recognizes in the rudest picture the designed resemblance. At three years old it is frequently able to sing; occasionally much earlier than that. Nature thus bids us begin early the instruction of the child in these departments. A slate and pencil should be among the first playthings put into the child's hands. Holbrook's Outlines, or similar sim-

ple copies for imitation, may be among the earliest lessons; but it is of the greatest importance that the child should at once begin also to draw from natural objects. A fresh green leaf, or a simple flower, may be drawn by a very young child, as easily from the living specimen as from a printed wood-cut, and will stimulate his powers of observation and conception to vastly higher activity; giving him thereby not only more pleasure, but a much greater increase of power. The inventive drawing taught by Professor Whittaker will be of much greater advantage to the pupil if it be preceded by an accurate copying from nature. Drawing from nature leads to accuracy and closeness of observation, and to correctness of conception, which are of the greatest use in drawing from imagination. But inventive drawing, when not preceeded by the practice of copying natural objects, would conduce very feebly towards the attaining of either the habit of accurate observation, or of graceful and beautiful creations. The two modes of drawing are complementary to each other; and the inventive drawing, or creation of ideal forms, is certainly the highest. But, on that very account, because it is the highest, it should come latest; and the practice of many school-teachers of introducing it first is subversive of natural order.

The real order of procedure in art is more universally observed in music, in which airs are learned by imitation, and the child is never required to extemporize melodies. Singing has been introduced very extensively into public schools, and the instruction almost invariably is begun by simply teaching the children to sing melodies by ear. In schools of a higher grade they are taught to read the ordinary musical notation, and are initiated into the mysteries of transposition, which involves a slight knowledge of thorough bass. We think that in high schools and colleges the knowledge of music might be extended further into the rules of composition, both as regards harmony and musical form, and that the pupil should be required to compose melodies, and harmonize them. They would be worthless to others; but the attempt to write them would greatly increase the scholar's enjoyment of music.

The most extensive and important group of the historical sciences is included under the name of languages. Logically this follows the study of labor and of art; we must know things before we can talk about them; and, logically, language precedes law; we must communicate our ideas before we can enforce them. But, practically, the study of language begins at the hour of birth; and when the child enters school he already talks fluently. The first point of instruction in school will naturally be to teach him to read and write the language which he has learned to speak. And, since we are talking of those who use alphabetic writing, the first step in this process naturally should be to teach the child to analyze his spoken words into their phonetic elements. This ought indeed to have been done at home; nothing will so surely and so rapidly teach a child the correct enunciation of words, as teaching it, in its earliest ef-

forts at speech, to enunciate, as an infantile amusement, the separate elements of spoken language. But, as this is not usually done at home, it devolves upon the teacher, as the first labor when the child enters school. As the pupil learns to distinguish the elements of speech, and to form them distinctly, separate from words, he should be taught the alphabetic signs that represent them; not giving them the names by which they are commonly designated, but, at first, teaching them as the symbols of the sounds. For instance, the word *aitch* should not be taught to the child until he is perfectly familiar with the fact that the character *h* signifies a roughness of breathing, while the mouth is in a position for sounding any vowel. Unfortunately, our English alphabet contains but twenty-six letters, three of which, *c*, *q*, and *x*, are superfluous; leaving only twenty-three symbols by which to represent forty or more sounds. Moreover, in our ordinary spelling, we are not content with being thus obliged to represent at least seventeen sounds by symbols already appropriated to some other sound; we also represent a single sound by many different symbols, and our language, instead of being alphabetic, is, in the ordinary orthography, logographic. A child cannot, therefore, be taught to read ordinary English printing in any natural and easy way. A tough constitution resists a great deal of hardship and abuse; and a vigorous intellect frequently survives the labor of learning to spell in the ordinary mode. A man who has lived through a course of bad diet, and inattention to the laws of health, is apt to regard attention to such matters as a mark of effeminacy; and, in like manner, those whose love of literature has not been absolutely quenched, and whose power to see truth not wholly blinded, by the ordinary mode of learning to read, suppose that there is no urgent need for improvements; but whoever will reflect upon the absurdities of English orthography, and upon the gravity with which those absurdities are usually introduced to the child as reasonable things, must perceive that such instruction has an injurious effect upon the child's mental powers, and upon his love of truth. The child may survive it, as he survived the compression of swathing-bands, drenching with herb teas, and drugging with cordials; nay, the injurious effect may, in the case of a very vigorous mind, be infinitesimal; but it is always pernicious, and, in the case of persons of small intellectual ability, disastrous.

ONLY those who are educated in mind and in will, become good. Such take pleasure in becoming good citizens, who will either govern or obey in righteousness; they become noble men, who go forward and train themselves in whatever of perfection is yet deficient.—*Plato.*

THE PAST.

WRITTEN UPON LEAVING SCHOOL.

How like an ocean seems the mighty Past
With deep, strong current ever flowing on,
And washing from the crumbling shore of time
Earth's sun-lit gems. The evanescent hours—
Those which alone may fit the living soul
For converse with its high Original,
Thou transient ones which are "the present" termed
Clasp hands with others and together plunge
Beneath the rushing waters as they pass.
The mystic Future, with its spirit tread,
Advances, like the march of destiny,
Tarries a few brief moments—then speeds on,
And lives alone in dream or memory.
All things are passing, like the rapid flight
Of thought through the broad realms of space. We gaze
Upon a thing of beauty, and as one
Of yore, fancy that it may be to us
A lasting joy, but like the fairy forms
In visions seen at the calm midnight hour,
A word, a touch, may break th' enchanting spell,
And the too lovely fantasy depart.
We pluck with lavish hand life's op'ning flowers,
And as their fragrance fills the ambient air,
They turn to ashes in our eager grasp.
To some bright gem amid the starry train,
Roaming with Luna through the tranquil sky,
The eye is upward cast, yet as the soul
Seems kindling by the electric touch of light,
A shroud-like cloud doth veil it from the sight.
Pleasure, with siren song, doth lure the soul
To join the feast where revelry presides,
And taste the foam-clad cup of human mirth,
But e'en while sunny smiles wreathe joyous lips
The nectar draught is changed to bitterness,
And the o'er wearied mind is conscious made
That such is very mockery. * * * *
Then cometh *Love*, with that bewitching tone
And look of melting tenderness which steals

Upon the heart like far-off memories
Of Eden's beauty, ere the shadows fell.
Of blossoms culled from hope's enchanted bower
A chaplet twineth he for earthly brow,
And sweeps *so cunningly* the fine-toned lyre
Whose chords are the affections; but not wise
Or safely woven is the magic spell—
Though beautiful as dream of paradise,
And seemingly enduring as the soul.
The chaplet fadeth, may be, and the lyre
Some note of discord hath,—a trembling tone
Which jarreth rudely on the sensitive ear,
Like the low plaint of sorrow. There is not
A higher, holier image out of Heaven
Than seems enshrined within the joyous heart
That moveth at the touch of *human love.*
And yet the veil which guards the sacred trust
Is ofttimes rent in twain, and falsehood stands
Enrobed in the habiliments of truth.
And what is earthly Fame? A meteor flash—
A bubble bursting on the wave of time,
And soaring, proud ambition hath a brow
Bearing an angel's semblance, and a voice
That soundeth strangely sweet to mortal ear,
But echoes in a hollow, mocking tone.
And pride which cometh of a princely name
And gorgeous trappings—is there aught on earth
Unworthier, unholier than this?
All have their dreams of pleasure, and pursue
Earth's flying phantoms till the mighty Past
With sweeping surges buryeth alike
The idol and its worshipper. The Past
The tomb of sorrow, and the tomb of joy,—
Of grandeur and of glory, all that claim
A smile, a tear, or place in memory.
And yet all is not lost, a hopeful voice
Doth speak of *resurrection*; and the true,
The beautiful die not, but phœnix like,
Though blackened by decay, shall rise again.
Is love a mockery? Oh, name it not!
For the eternal principle is pure,
And though on earth its harmony be marred,
It is the soul of music up in heaven.
The Present pointeth ever to the Past

For its most sacred lessons, and prepares
To tread with hope the Future's untried ways.

And thus would I, in this our parting hour,
Be "true to teachings" that must ever seem
Like silver gleams from the undying Past,
Like living jewels, polishing for Heaven.
Treading these classic and familiar halls,
I've truly learned that the immortal mind
May not feed willingly on pageantry.
There is a latent spark in every soul
That waiteth only for a touch of fire
From Wisdom's altar to awaken and burn
With such resplendent lustre that the rush
Of many waters may not quench or check
The rising flames. There is a voice within
That seemeth but an echo of that voice
Which maketh such rich minstrelsy in Heaven.
There is an inner life, of which the type
Is found in things pure and beautiful
That fadeth not with Eden. And the soul,
With all its eagle-eyed and swift-winged thought,
That goeth forth to meet and recognize
The eternal form of truth, however guised,
Is blessed indeed. What matters it to him
That the rich worldling walks the other side,
Or the low roof wherein he tarryeth
Is blazoned not with the vain tinselry
That others love and worship as a god?
The master spirits of the mighty Past
Come in to dwell with him, and with pale lips
Teach him deep mysteries of ancient lore;
The stars bend from their lofty orbits down
And whisper secrets of their azure home;
While spirits from the unfathomable sea
Tell him of wonders in the coral groves.
And with such ministers the hours pass on
Unheeded, like the silent flight of time.
Much knowledge is then hid from human ken,
And, though the flight *be upward*, yet the soul
Is earthly-winged, and therefore prisoned still.
A misty cloud comes floating evermore
Between the fettered spirit and its goal,

And e'en the step of Reason may not dare
To tread the vestibule of the Most High.

The earth seems one great garden of our God.
And by the wayside many flowrets bloom
To guide the weary wanderer on his course,
And offer incense-odors up to Heaven.
Cheered by Hope's promises, with trembling hand,
A few stray buds we have gathered by the way,
And, of more value far than orient pearls,
Will be remembered in life's coming hours.
Upon the star-lit heavens the eye has read
Graven in characters of living light
That an electric chain is binding worlds
To countless worlds, and all things to a God.
The secret chambers of the mighty deep
Have opened been, and from their rocky halls
A mystic voice bidden us enter in—
And with a muffled footstep, and a soul
Awe-stricken, have we conned the burning words,
Omnipotence doth reign. With searchings long
Science has lead the way to the deep fount
Philosophy, that by a cooling draught
The fainting heart might be refreshed and gaze
With joy upon the glorious images
From realms unknown, that flit in shadows there.
And bright-winged Poesy has hovered near,
And calmed with sweet and plaintive melody
The spirit's troubled depths until the soul
Has felt an angel's kiss upon the brow,
And heard seraphic music in the breeze,
The whispering tree, and the low minstrelsy
Of silver waters gliding to the sea.
Our waking dreams are not mere idleness.
The beautiful is a rich boon from God,
And nature seemeth a reflected Heaven.
There's a calm beauty in the penciled leaf,
The delicate tinted flower, the fairy cloud
That floateth in the azure sky at even,
And a majestic beauty in the storm
When light, affrighted, trembling shrinks away,
And darkness holds an undisputed sway.
The painted Iris, like a seraph's smiles,

Fills the rapt soul with purifying joy;
And unseen fingers in the misty air
Weave lines of brightness all about our way.
Ay, ours may be a noble heritage.
The Future lies untrodden, but the voice
Of God is heard throughout the universe,
And in the solemn silence of our hearts,
Calling in tones of tenderness—"Be mine."
The past is sealed against the coming day,
And though strange shadows darken earthly hours,
Yet from its mystic depths bright forms of grace
Come lovingly to press the weary brow,
And whisper hope, and strength, and lasting joy.
And she who from these wayside teachers learns
To bow in love and rev'rence *doeth well.*—HELEN A. EVERTS.

USE OF TEXT-BOOKS IN SCHOOL.

WE would not depreciate the value of text-books in school; on the contrary, we appreciate them at their true worth, and consider them valuable assistants to the teacher, when properly used. What we would protest against is their abuse.

Text-books are good in their proper sphere, but, like other good things, they are often misused. We have frequently seen teachers, in hearing a recitation, take the text-book and read the questions from it, in the regular order in which they occurred; the class, in the meantime, answering, parrot-like, the questions propounded, while he who could give the answer in the exact words of the author was pronounced the best scholar. There were no explanations asked or given as to principles involved in the subject under consideration; and there was no effort made to arouse or cultivate any faculty of the mind save that of memory. Ask a child for the why or the wherefore of the thing affirmed, and he would look at you in blank amazement, or simply reply that "it was not in the book." Attempt to explain the subject to him, and he will perhaps reply "The book don't say anything about that." He will seem to wonder where you could have acquired any information that was not contained in "the book." "The Book," with him, is "law and gospel." The authors of "the book" have found out every thing there is to be known upon the subject, and have expressed it in the very words in which it

should alone be expressed. We have repeatedly met with such instances and consider such a misuse of text-books far worse than the entire exclusion of text-books from a school. It unmans a child, depresses his reasoning faculties, destroys his self-dependence, the cultivation of which should be the principal aim of the educator, and causes him to be dependent upon others for the opinions he may entertain. Such a course of education may answer the purposes of a despot, but in our country, the child should be taught to think for himself. Our school-rooms should be well supplied with charts, maps, black-boards, globes, etc. Our teachers should then be so well prepared for their duties as to dispense with text-books in recitations. The class should not be required to repeat a rule as given by any author; but should be drilled in principles, and taught to reason for themselves. But, where the school-room is not thus properly furnished, the teacher must, from necessity, be more dependent upon the assistance of text-books than would otherwise be desirable.

CEDAR CREEK, Feb. 11, 1860. J. O. LYMAN.

PARENTAL INFUENCE.

THE man who raises a family of children, trains them in habits of sobriety, and moral rectitude, gives them a liberal scientific and literary education, and prepares them for becoming good and useful citizens, may never acquire a large fortune, and perhaps may be obliged to struggle hard with pecuniary embarrassments in meeting his expenses; but he will have the satisfaction of having done one of the best things that a man can do. And this accomplished is far more creditable than to acquire a vast amount of riches, to conquer a nation, or to re-build a destroyed city. The wealth of a Girard, an Astor, or a Rothschild, is a mere bauble compared with the honor that is due to such a parent. The man whose mind is constantly bent on the acquisition of property may, in time, estimate his wealth by the hundred thousand dollars value, but if he raise a family of children that will be fit to be trusted with the estate that he will have to leave to them, he will indeed exhibit a noble instance of good home education.

It is a notorious fact that the children of the rich and great are often vain, trifling, and dissipated. And why is it so? Their moral culture has been neglected. When the mind constantly dwells upon banks, stocks, bonds, and the rise and fall of property, its possessor is ill qualified for the proper moral training of those under his care; moreover, such

a person has but little time, and he feels but little inclination to attend to juvenile wants and necessities. He feels that he cannot relax his dignity so much as to perform those small duties which are needful to the right development and direction of the youthful mind. When children grow up under such circumstances, their selfish, stupid, or depraved inclination soon begins to manifest itself; and then they seek after its gratification by such means as they possess; perhaps they indulge in profligacy at the expense of an unwary parent. Or, if restraint be applied, it is only such as crafty mischief delights to break through. If restraint procure submission, it is accompanied with a sullen and secret resolve to make ample use of liberty when obtained. When young men and young women grow up under such ill training as this, the life of their parents will seem to them a season of bondage; and if they leave property to them, the impious youngsters cannot thank them for it, but they thank death for taking away their parents that they may seize upon their estates, expecting then to procure for themselves the gratification of all their inclinations. How few of those whose ambition it is to be rich, ever consider that they are accumulating property only for reckless heirs to squander in vain extravagance.

Old age is very appropriately termed "second childhood." It is a time when strength, vigor, and intellect fail. Who then shall minister to the wants and infirmities of declining years? When the proper training of the children has been neglected, or they have not had from their parents that countenance and assistance which their youth and ignorance of the ways of the world required, it cannot be expected from them. No pecuniary compensation will ever purchase that kind attention and tender sympathy which is so grateful to feeble old age, and which none but dutiful and affectionate sons and daughters can bestow. When parents have properly directed the moral habits of their children, prepared them for working their way successfully through the world, and cultivated harmony and good feeling among them; then may they hope for comfort in their declining years, and filial respect will prompt their sons and daughters to extend to them all the care and attention that they may need; and thus they will repay the toil and expense of the education of their youth.

Love of home, and the scenes of youthful days, is more or less innate in every person, and it is a most excellent trait of character. Let the home of childhood, therefore, be rendered so pleasant and agreeable that no place more congenial can be found. Then if curiosity to see more of the world, and a desire for companions and enjoyments different from those there found should induce the youth to leave his parental roof, the remembrance of a happy home will, in time, prompt him to return again to

share its joys, and to testify filial respect to an affectionate father and mother. Well may we venerate the successful teacher of youth, but more ought we to venerate the parents who have faithfully performed their home duties. Good homes are more needed than good schools.

G. D. HUNT.

WATCH, MOTHER.

Mother, watch the little feet
  Climbing o'er the garden wall,
Bounding through the busy street,
  Ranging cellar, shed and hall;
Never count the moments lost,
Never mind the time it cost;
Little feet will go astray,
Guide them, mother, while you may.

Mother! watch the little hand
  Picking berries by the way,
Making houses in the sand,
  Tossing o'er the fragrant hay.
Never dare the question ask,
"Why to me this weary task?"
These same little hands may prove
Messengers of light and love.

Mother! watch the little tongue,
  Prattling, eloquent and wild,
What is said and what is sung
  By the happy, joyous child.
Catch the word while yet unspoken,
Stop the vow before tis broken;
This same tongue may yet proclaim
Blessings in a Saviour's name.

Mother! watch the little heart
  Beating soft and warm for you;
Wholesome lessons now impart;
  Keep, O keep that young heart true.
Extirpating every weed,
Sowing good and precious seed;
Harvest rich you then may see
Ripening for eternity.—*Home Magazine.*

TEACHERS SHOULD STUDY.

Some of the best lessons of life are learned from familiar objects, and we do not hesitate to seek instruction from the humblest sources. We have often watched with interest the management of steam engines on boats and on railroads. A goodly supply of fuel is provided at the outset, and so placed as to be convenient for use. Before the machine can be made to work, two things have to be done. A fire must be made in the furnace of the engine, and then must be duly supplied with fuel. The former of these operations is generally styled by engineers "firing up," and the latter "wooding up," or "coaling up," according to the materials used. We have heard the chief engineer of an Atlantic steamship call out to a subordinate, "coal up." Recently on a railroad connected with this city, we heard the order given, "wood up. And once in a miserable steamer having been weather-bound for twelve hours in a Mediterranean port, we heard with joy the Captain's call, "fire up."

We have been lead to reflect on the consequences that would follow if orders of this kind were either not given or not obeyed. Steamships would halt mid-ocean, and railroad cars would disappoint us more than when blocked up by "mountains of snow." Indeed, the whole course of business would be seriously affected, and general indignation would be excited against the steamboat and railroad engineers.

Now, we have educational crafts that are stopped in their career of usefulness by the ignorance and blunders of the managers more months than we spent hours on the Corsican coast. With what joy, then, would the call be heard by suffering communities, "fire up: wood up." Without assuming any but a subaltern's post, we take liberty of raising the cry in our ranks, "Fire up; wood up."

Light and truth are as needful to the teacher as fire and fuel to the engine. Neither can carry forward either man or humanity without proper attention. Therefore, while veritable engineers "fire up" and "wood up," let teachers "read up" and "study up" at every interval of their labors for the better discharge of their duties.

We need not institute here a formal and extended parallel. Teachers should provide themselves with suitable books, maps, charts, and other means of instruction and improvement; and should seek to kindle their zeal and quicken their interest in the objects of their profession by study, meditation, and intercourse with their fellow laborers. Teachers thus provided, and improving their means of usefulness. acquire during the lapse of years, great energy of character and power of propulsion, often reminding one of the steam engine; and they bear about the same com-

parison with improvident, unimproving teachers, that a powerful locomotive does to a hand car.

In employing this figure of speech, we need not guard against misapprehension. Though the steam-horse goes snorting through the country, and, as a signal to parties interested, utters a shrill whistle on approaching a railroad station, noisy, officious demonstrations of zeal and interest on the part of schoolmasters and schoolmistresses are not hence to be commended. Rather such manners are to be characterized as vulgar and prejudicial to the best interests of education. Teachers of this order may float on the surface of society, but they are not the strongest reliance or the best representatives of their profession, lacking, as they generally do, the quiet energy and the inherent force of character which spring alone from genuine scholarship and mental culture.

> "A little learning is a dangerous thing;
> Drink deep, or taste not the Pierian spring;
> For shallow draughts intoxicate the brain,
> 'And drinking deeply sobers us again.'"

Teachers should study and think; for in this way alone can they keep in the line of their profession, understanding its aims, maintaining its spirit and accomplishing its objects. Unfaithfulness or negligence here is a prolific source of mischief, often causing friends to pity and mourn, enemies to despise and rejoice, and bringing defeat to the best laid plans for the promotion of good learning. They should work, drawing from the fountains of heavenly wisdom and illuminating their minds with the best lights of the ages. They should read and study the best books on the nature, objects, and means of education; or forever resign their noble calling.—*Rhode Island Schoolmaster.*

WIND AND SEA.

> The sea is a jovial comrade,
> He laughs wherever he goes;
> His merriment shines in the dimpling lines
> That wrinkle his hale repose;
> He lays himself down at the feet of the Sun,
> And shakes all over with glee,
> And the broad-backed billows fall faint on the shore,
> In the mirth of the mighty sea.

But the wind is sad and restless,
  And cursed with an inward pain;
You may hark as you will, by valley or hill;
  But you hear him still complain.
He wails on the barren mountains,
  And shrieks on the wintry sea;
He sobs in the cedar, and moans in the pine!
  And shudders all over the aspen tree.

Welcome are both their voices,
  And I know not which is best;
The laughter that slips from the ocean's lips,
  Or the comfortless Wind's unrest.
There's a pang in all rejoicing,
  A joy in the heart of pain,
And the wind that saddens, the sea that gladdens,
  Are singing the self-same strain!

OVERTASKING OF PUPILS WHILE IN SCHOOL.

THIS is a serious evil; an evil that has been gradually growing upon the schools of our country, and requiring at the hands of those having charge of them, the most watchful care and attention. Boards of Education and committees are held responsible to the public for the amount of labor accomplished in the school-room; teachers are held responsible to their employers for the same thing, and their success is measured by the amount "extracted from the childish brains," regardless of the almost forgotten fact, that children have a physical as well as intellectual existence. Then comes the stimulus of marks, rewards, emulation between pupils of the same school, and classes of different schools, urged on by teachers whose pay and position depend upon the most done in the shortest possible time, and too often the urging and encouraging of fond parents and friends; and all combined keep the mind of the child up to the highest pitch of intellectual attainment. What wonder, then, that under all these spurs and incentives to labor, so many break down in early childhood? What wonder that we see in our school-rooms so many pale, wan cheeks, where we should look for rosy health? What wonder that we oftener see in the school-room than elsewhere, the curved spine, the depressed chest, the worn and jaded and sickly forms of those who should be erect, with full expanded chests, and all crowned with vigorous health?

Six hours of hard intellectual labor, in the school-room, is as much as the most

vigorous can long endure, and this for the time our schools are in session,—ten months in the year,—would break down many robust and healthy men. What, then, must become of that class in our schools, and the number is not small, who are feeble and delicate and sickly? As a nation, intellectually, we are making rapid strides. If we have not found the royal road to learning, we have found all the short ones, and all the means of rapid progress on them. But physically, we are, as a people, degenerating. Machinery is doing much of the labor of the land; manly sports are out of date and ignored, and we are fast becoming a nation of pigmies in body, but giants in mind, especially in childhood. This ought not so to be; education, in our day, should give well balanced, well disciplined and well developed minds—minds prepared to think, to reason, and to determine, in strong, healthy, and vigorous bodies.

That modern writer who endeavored to show that murder was one of the "Fine Arts," must have had in mind an American school-room, where the Board of Education, teachers and parents were all endeavoring, in the most refined and genteel way, to render valueless or extinguish the lives of those placed in their charge. The tyrant who gave orders for the destruction of all the first-born of his dominions, has justly been regarded as a monster of cruelty, and his name has been anathematized for the last eighteen hundred years. and will be to the end of time. What measure of condemnation should then be meted out to those who go to work systematically, not with the intent, to be sure, but no less effectually, to destroy, not only the first-born of theland, but all from five years old and upwards? More than one half the children born, die before the age of eighteen; how many of them die of education it may be difficult *accurately* to determine; but that many of them are *educated out of existence*, and others suffer from this same fearful malady, none who are visitors to our school-rooms, and are observers of what they will there see, will, for a moment deny. Horace Mann said, years ago, and the evil has been constantly on the increase since, that so far as the body is concerned, "our schools provide for all the natural tendencies to physical *ease and inactivity*, as carefully as though paleness and languor, muscular enervation and debility, were held to be constituent elements of national beauty." And such is the case; a languid and sickly body, bending in childhood under the weight of mental labor that would crush most persons of mature years, is regarded as "interesting," "promising," "beautiful," if from that same wan, worn body, on examination day, come *torrents* of French, Latin, Philosophy, Astronomy and the Higher Mathematics, all in the enunciation of every word, syllable and letter in exact accordance with Worcester or Webster.

If it be true, as a prominent and faithful laborer in the cause of education once asserted, that "a man without high health, is as much at war with Nature as a guilty soul is at war with the Spirit of God," and if over-tasking the mind in childhood tends to destroy or impair the constitution or health, then surely no Board of Education can be guiltless if they permit any over-tasking in the schools under their charge, on any pretence whatever. "Strict discipline and hard study", are the only certain grounds of success; but that discipline and study should only

last during the five, or at most, six school hours of the day, and then the books should be cast aside, and the balance of the day devoted to hard physical labor, athletic sports, gymnastics, or such other bodily exercise as shall tend to harden and develop the muscular system —*Report of Luther Haven, President of Board of Education, Chicago.*

Superintendent's Department.

OPINIONS, &C., FROM THE OFFICE OF THE STATE SUPERINTENDENT.

(*Continued from the March Number.*)

Q. Can a member of the District Board resign his office?

A. He can not. There is no provision of law allowing the resignation of any office in the District Board. In this respect the offices are unlike all others; for nearly all other offices there are express provisions for filling a vacancy arising from resignation. A vacancy may occur, in any of the District offices,—by refusal to qualify after election, by removal from the district, and by death, and, in the case of the Treasurer,—as stated last month,—by declaration of the Governer, whenever judgment is obtained against the Treasurer on his official bond.

Q. Can the Town Treasurer take School District Orders in payment of the town tax?

A. He can not. The District Treasurer cannot pay out moneys belonging to a particular fund, or raised for a particular purpose, on orders drawn upon any other fund, and consequently he cannot take orders of the Town Treasurer instead of money, unless the funds coming into his hands are those upon which the orders are drawn. (*See Sections* 72 *and* 174, *Chap.* 18, *R. S.*)

Q. Is the District Treasurer obliged to take tax certificates of the town treasurer in payment of a delinquent school tax?

A. He is not. The law provides that, when collected, the County Treasurer shall pay over to the Town Treasurer the delinquent school taxes in money, or credit them upon moneys due from the town to the county, and the Town Treasurer must pay the same over to the District Treasurer. Neither the school tax levied by the County Board, nor that raised by a vote of the town can ever be delinquent so long as there is any money in the Town Treasury, as the law provides that the moneys raised for school purposes in any town shall be paid first and in full. (*See Sec.* 72, *Chap.* 18, *and Sec.* 36, *Chap.* 23, *R. S.*)

Q. When an officer is appointed to fill a vacancy occurring in the District

Board, does his appointment hold to the end of the term during which the vacancy occurred, or till the annual meeting next following ?

A. Only till the annual meeting immediately following appointment holds only from one annual meeting till another, and all appointments thus made expire by limitation at the time of the annual meeting next succeeding.

TO TOWN SUPERINTENDENTS AND SCHOOL OFFICERS.

The undersigned desires to meet the Town Superintendents and District Officers of the several towns of the counties herein named, at the times and places designated:

Dodge County,	Horicon,	Thursday, "	5
Sheboygan "	Sheboygan Falls,	Friday, "	13
Waukesha "	Waukesha,	Monday, "	16
Walworth "	Whitewater,	Wed'sday, "	25
Grant "	Platteville,	Tuesday, May	1
Monroe "	Sparta,	Friday "	11
Marquette "	Montello,	Tuesday, "	15
Waushara "	Wautoma,	Friday, "	19
Portage "	Plover,	Tuesday, "	22
Waupaca "	Waupaca,	Thursday, "	24
Green Lake "	Berlin,	Monday, "	28
Jefferson "	Jefferson,	Thursday, "	31

Other appointments will be made in course of time as arrangements can be perfected.

I desire to consult with School Officers upon matters connected with the interests of the schools under their charge, and by personal conference to secure greater uniformity in carrying out the details of our school system. A general attendance is most earnestly requested.

J. L. PICKARD,
State Supt. of Pub. Instruction.

NOTICE.

THOSE having correspondence with this department are requested to furnish, their full address—town, nearest post-office, and county. It will save trouble and secure more prompt replies.

In making appeals to this department against the action of any officer, it is most respectfully requested that all matters of a merely personal or political nature be omitted, and that all correspondence be confined to simple statements of facts bearing directly upon the point at issue. The regulations concerning appeals as found in the School Code for 1859 will be rigidly enforced.

TEACHERS' INSTITUTES FOR 1860.

In compliance with invitations received, and with the assurances that local arrangements for the accommodation of all teachers and those designing to teach, will be made, a session of the *Teachers Institute* will be held as follows:

At Prairie du Chien,	Crawford	County,	March	22
" Richland City,	Richland	"	"	26
" Tafton,	Grant	"	April	2
" Albion,	Dane	"	"	2
" Black Earth,	"	"	"	5
" Horicon,	Dodge	"	"	2
" Sheboygan Falls,	Sheboygan	"	"	9
" Waukesha,	Waukesha	"	"	16
" Whitewater,	Walworth	"	"	23
" Platteville,	Grant	"	"	30
" Monroe,	Green	"	May	3
" Sparta,	Monroe,	"	"	7
" Montello,	Marquette,	"	"	14
" Wautoma,	Waushara,	"	"	17
" Plover,	Portage,	"	"	21
" Waupaca,	Waupaca	"	"	24
" Berlin,	Green Lake	"	"	28
" Jefferson,	Jefferson,	"	"	31

Each institute will be opened on the evening of the day named above, with an address on the subject of Public Instruction.

During each day there will be exercises, conducted by competent and experienced Teachers, illustrative of the principles and methods of education applicable to public schools of different grades.

Each evening will be devoted to an address, or discussion, on some educational subject, which the public generally are invited to attend.

Teachers, or those preparing to teach, who enroll their names as in attendance on the first evening the Institute opens, will be entertained, free of expense, during the session. The place of meeting will be announced in the local papers.

Several of the appointments are made at the time of the meeting of the County Teachers' Association, and the exercises of the two will be so arranged as not to interfere.

HENRY BARNARD,
Agent of Regents of Normal Schools.

Mathematical Department.

Solution of Problem No. 34.—We will first give a general solution, of which No. 34 is a particular case.

Let h equal the altitude of the cone; S its slant height; R equal the radius of the base, and C its circumference; x, y, and z the coordinates of any point of the coiled line. Let the origen of coordinates be at the center of the base of the cone, the axis of the cone, the axis of z, and the line joining the origen of coordinates with that point on the circumference of the base where the coil commences, the axis of x. Also, let b equal the projection upon the radius vector upon the plane of xy, and a equal the angle which that projection makes with the axis of x. The equations of the coil are readily found to be $x=b\cos.\,a$, $y=b\sin.\,a$, $z=h+\frac{h}{R}b$. If s equals the length of any part of the coil, it is shown in most treatises on the Calculus, that $ds^2=dx^2+dy^2+dz^2=$in this case, $db^2+b^2da^2+\frac{h^2}{R^2}db^2$. (1.) We must now determine the value of da^2 in terms of b and constants. Let p equal the advance of the coil for each revolution, n the number of revolutions, and r the ratio of the diameter to the circumference. We have from similar triangles this proportion, viz: $S:R::np:R-c\;\therefore\;n=\frac{RS-SB}{Rp}$. (2.) We have also $a=2nr$ $\therefore\;n=\frac{a}{2r}$. (3.) From (2) and (3) we find $a=\frac{2rS}{p}-\frac{2rS}{Rp}b$, $\therefore\;da=-\frac{2rS}{Rp}db$, and $da^2=\frac{4r^2S^2}{R^2p^2}db^2$. Substituting the value of da^2 in (1) and reducing, and we have $ds=\frac{2rS}{Rp}dv\sqrt{\frac{b^2}{4r^2}+b^2}$; and by integrating, making $b=0$, and reducing, $S^1=\frac{S}{2}\left(\frac{\sqrt{C^2+p^2}}{p}+\frac{p}{C}\log.\,\frac{C+\sqrt{C^2+p^2}}{p}\right)$. (4.) Which gives the whole length of the coil, considered as a mathematical

line. The logarithms used are the Napierean logarithms, and are equal to 2.3025851 times the common logarithms of the tables.

In Problem 34, $S=150.0075$ feet, nearly; $p=\frac{1}{12}$ feet, and $C=9.42478$ feet. Substituting these values in (4) gives us $s^1=8490$ feet, nearly.

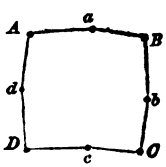
JAS. M. INGALLS.

Solution of Problem No. 35.—Let $2x$ equal the base, y equal the height of the required rectangle. Then $2xy=max.$ The differential of this equals zero, because a maximum is a constant; hence, $dy=-\frac{ydx.}{x}$

(1.) Differentiating the equation of the curve, we get $dy=-\frac{b^2xdx}{y}$.

(2.) From (1) and (2) we readily deduce $y^2=\frac{b^2}{a^2}x^2=\frac{b^2}{a^2}(a^2-x^2)$; which gives $2x$=base$=a\sqrt{2}$, and y=height$=\frac{b}{\sqrt{2}}$. In problem 35, $a=5$, and $b=3$; hence, the required base$=5\sqrt{2}$, and the height$=\frac{3}{\sqrt{2}}$.

A. W. WHITCOM.



Problem No. 39.—How can the "Section" of the United States public lands be divided into four equal parts by means of lines starting from the "quarter corners?"

Were the section in reality what it is in theory, an exact square, in which the quarter-section corners are established at the middle ofeach side, the question would be easy to answer. But owing to inaccuracies in the government surveys, in some cases needless, in others unavoidable, this smallest surveyed division of the public lands is an irregular eight sided figure, resembling the annexed diagram, in which A, B, C, D, represent the section corners, and a, b, c, d, the quarter-section corners. No method of dividing it into four equal parts by lines meeting the sides at the points a, b, c, d, has yet been made public, so far as the knowledge of the propounder of this question extends. The statute rules of this and other western States only approximate, and, in some instances, lead to very incorrect results.

Problem No. 40.—The sum of a geometrical progression is 12235764, the ratio is an integer; from these data required the ratio, first term, and number of terms.

Every example like the above can be solved. A. W. W.

Editorial Miscellany.

We have delayed this number in order to give a synopsis of changes in the school law made by the Legislature. A bill was passed giving to the districts at their annual meetings the power to authorize the District Board to admit to the privileges of the school, pupils residing out of the district, and to charge a fee for tuition; giving to the Board the authority to make rules for the government of the schools; to suspend and expel pupils for noncompliance with said rules; to require additional security from the District Treasurer when that already given fails or is insufficient; and changing the time of the annual apportionment of the School Fund from March to June.

The laws, as passed, will be given in full in our next issue.

The Legislature failed to perfect the Township Library System, and matters in reference to it remain the same as before the session. The tax has been collected, the ten per cent. withdrawn from the school fund, and the money will remain in the Treasury drawing no interest, and doing no one any good.

A Bill, well considered, and carefully drawn was introduced into the Senate, which, if it had become a law, would have perfected the Library System, and put the people in posession of a large amount of useful reading, of which they will now be deprived, without any corresponding benefit in the use of the money which was raised for the purchase of books.

A Bill to repeal the law of last winter was introduced into the Assembly by Mr. Howland, of Kenosha, and passed that body by a large majority, but did not pass the Senate, and nothing further was done in the matter. We shall give the Bill to perfect the system in the next number of the Journal, and shall then have something further to say upon the subject.

Prof. Chauncey Goodrich, of New Haven, died on Saturday, March 17, in the seventieth year of his age. The venerable man was known chiefly to the public through his admirable work on British eloquence, and his valuable services in editing, revising, and enlarging the later editions of Webster's Dictionary. These have given him a reputation for thorough and finished scholarship, not only throughout our own country, but wherever the English language is spoken. Although he devoted so much labor to these works, he faithfully discharged the duties of a collegiate or a theological professor during the larger portion of his life. He was for many years Professor of Rhetoric and Oratory in Yale College, and has been, since 1839, Professor of the Pastoral Charge in the Theological Seminary. He was a zealous, earnest, benevolent, Christian man, and his memory will be widely and fondly cherished.—*Advocate*,

AFTON, Rock Co.—A correspondent of the Janesville Gazette furnishes the following note in regard to the school exhibition in that place: "Allow me, through the columns of your paper, to notice the exhibition of the Afton school ot last Thursday evening. The exercises commenced at 7 P. M., and the house, though crowded to its utmost extent, was held for four hours, interested and delighted. Order and interest prevailed throughout. The speaking of all was excellent, and allow me to remark, I think it seldom, in any exhibition of this kind, so much talent is to be met with; there were actors in that school exhibition who might even now challenge comparison with the stage. In fact, every thing was carried through with a zeal and propriety which reflects the highest credit on the actors and the thorough drilling of their energetic and accomplished teacher, F. D. Hunt. The people of Afton are alive to the interests of schools, and their management and encouragement is worthy of commendation. S. D. B."

SCHOOL EXHIBITIONS—on the whole are, no doubt, a valuable means of stimulating the endeavors of pupils, and can be made to subserve only a good purpose. But they are liable to various abuses, and we think the evils are often allowed to preponderate over the benefits to the pupil. An exhibition is an evil when it is used by the teacher as a means of conciliating a visiting committee with a show of rapid attainment on the part of pupils which is only specious, the result of skillful management on the teacher's part, rather than the actual proficiency of the scholars. So it is when (from watever motive) the teacher, in order to have his classes appear well, *crams* them with a form of sounding words, in answer to set questions, which they repeat without any more clear ideas than so many well trained parrots would have. An exhibition is an evil when it is made the occasion of a mere "show off" of certain pupils who may have a talent for declamation or singing or piano-forte playing, or other taking "performance"—and for the getting up of these performances undue time is spent, to the serious neglect of the more essential branches of study. Too often the detriment of this neglect is suffered not only by the "performing" pupils, but also by the rest of the school, the teacher being so much absorbed in the preparations for exhibition as not to give the other school duties their meed of attention. Intelligent and conscientious teachers need but reflect a moment on this matter, to see how great is the liability to these evils, and to feel how deplorable such abuses are. A regular examination of a school by the proper committee, in the presence o parents of the scholars, is always salutary in its influence, but a desire for the *eclat* of a showy "exhibition" too often leads to the employment of time and means which are prejudicial to the pupils' advancement and the highest usefulness of the school. —*Educational Herald.*

A GOOD RULE.—Applicants for situations as teachers in the Kenosha public schools are required, during their examination, to write three themes of not less than the length of a page of letter paper, upon some prescribed topic connected with school keeping. This is to test the teacher's power of expression; and also to show penmanship, orthography, English Grammar, etc.

PROF. ALONZO GRAY died at Brooklyn, N. Y., on the 10th ult., aged 52 years. He graduated at Amherst College in 1834. During his college life he made the material sciences his special study. He had designed entering upon the ministry, and commenced and completed the theological course at Andover, Mass. But he soon after became an associate teacher in the old Phelps Academy, at Andover. While here he continued his favorite study, and gave to the public his two volumes on chemistry and chemical agriculture. He then assumed the chair of material science and mathematics in Marietta College, Ohio. From the college he came to Brooklyn, about twelve years ago, taking the same professorship in the Brooklyn Female Academy. Here he revised his chemistry, and issued a valuable work on natural philosophy. Eight years ago, he erected two large edifices on Montague street, Brooklyn, and opened in them the Brooklyn Hights Seminary. He since added a third. This institute bears a very high reputation. In this last period he issued, in connection with the late Prof. Adams, of Amherst College, a text-book on geology. These four volumes, and several lectures and pamphlets on educational subjects, constitute his published works.—*Century*

HUDSON, St. Croix Co.—The following notice of the schools of this city we copy from the North Star: "The closing exercises of the winter term of the public schools of this city took place last Friday, and we are certainly gratified to learn that the students all acquitted themselves with much credit both to themselves and to their teachers. There was a perfect 'sea of heads' of the 'rising generation' visible. Speaking, singing, reading compositions, and papers of their own getting up, was the order of the day. Remarks were made by Hon. A. D. Gray, Rev. Nelson, Prof. Bartlett, and S. Curtis Simonds, Esq., the Superintendent; who deserves much credit for bringing our schools to the prosperous position they now occupy. The teachers during the past term were, Prof. Weld, (author of Weld's grammar,) of the higher department; Miss Marian Childs, of the intermediate, and Mrs. Weld, Miss Martha Hodges, and Miss Anna Cleveland, of the different primary departments. It is seldom that teachers give such universal satisfaction as have these during the past winter. Mr. Bartlett's select school also closed on Thursday of last week, with an exhibition of the progress his students had made, which is spoken of in the highest terms by those who were present.

MINERAL POINT.—The public schools in this city were never in a more flourishing condition than the present winter. We regret, however, that they have lost one of the best teachers they have had. Alex. WILSON, Esq., who has been principal of the higher department for several years past, and under whose administration our public schools have been brought to a standard of usefulness seldom attained under no more favorable circumstances, has retired from the business, and his place is now filled by Mr. W. E. Clifford, late of Mineral Point Seminary. Mr. C., we understand, is an excellent teacher, and while we regret the loss of Mr. Wilson, we are gratified that the district has been so fortunate as to secure the services of so competent a person as Mr. Clifford.—*Tribune.*

OSHKOSH.—We find in the Courier the Report of the City Superintendent, Mr. Seavey, from which we learn that the schools in that place are in a prosperous condition. In each ward, except the fifth, there is a primary, an intermediate, and a grammar school, and there is one high school for the city at large. Mr. S. D. Gaylord, formerly of Connecticut, is Principal, assisted by Miss Mary Park. The number of pupils in the high school is reported at one hundred and thirteen. A normal class of fifteen was maintained through the fall term, and the progress of the class reflects much credit upon the accomplished Principal and his faithful assistant. The Superintendent is a zealous worker and a fast friend of popular education, and sustained by the cooperation of the Board, he will succeed in raising the schools to a high standard, and in furnishing all needed facilities for the comple education of the children in that wide awake and growing city. We hope to be able to give our readers some extracts from his report hereafter.

RACINE.—We find in the Advocate the following in reference to the death of Mr. C. H. Burbank, late principal of one of the ward schools in that city: "At a special meeting of the teachers of the public schools of the city of Racine, held March 17th, 1860, the following preamble and resolutions were unanimously adopted:

WHEREAS, It has pleased the Giver of all good to remove from our midst our friend and fellow teacher, therefore,

Resolved, That we, the teachers of Racine public schools, while recognizing this dispensation of an all-wise Providence, take this occasion to manifest our united sympathies with those who have been so suddenly bereaved.

Resolved, That, in the removal of our fellow teacher from his sphere of usefulness, the cause of education has been bereft of a tried and efficient co-laborer.

Resolved, That while we would admire his earnestness of purpose in the social and intellectual sphere, we would also imitate the many virtues that characterized his moral and religious life.

Resolved, That these resolutions be published in the city papers, and a copy be presented to the relatives of the deceased.

MOSES ADAMS, *Chairman*."

WE have received the sixth annual report of the Board of Education of the city of Chicago for the year ending Feb. 1st, 1860. It comprises the report of the President, Luther Haven, Esq., (a portion of which we give in this number,) the report of the Superintendent, W. H. Wells, Esq., the report of the Principal of the High School, C. A. Dufee, Esq., rules, regulations, etc., etc.

SEE new advertisements of Ivison, Phinney & Co., and Sheldon & Co., in this number. Teachers who wish to supply themselves with good text-books will do well to examine the advertisements, and select such as they need.

BOOK TABLE.

HOMEWARD BOUND, or the Chase; a Tale of the Sea. By J. FENIMORE COOPER. Illustrated from drawings by F. O. C. Darley. New-York: W. A. Townsend & Co. 1860.

This is the fourteenth volume in the splendid edition of Cooper in process of publication by the above named company, and is equal to its predecessors in typography, illustrations, and binding. Though some portions of this work—especially the portraiture of the character of Mr. Steadfast Dodge—subjected the author to pretty sharp criticism from the American press, on its first publication, still the reader will be interested in the cruise of the Montauk, and the characters of Captain Truck, Eve Effingham, Mr. Sharp and Mr. Blunt are worthy of careful study.

A DICTIONARY OF THE ENGLISH LANGUAGE. By JOSEPH E. WORCESTER, LL.D. Boston: Hickling, Swan & Brewer. 1860.

This work, so long announced and so anxiously looked for by scholars and critics, is now fairly before the public. A massive crown quarto of 1854 pages, neatly bound and beautifully printed, one is prepossessed in its favor from the first, and a continued examination will not disappoint first expectations. Every page of the work gives evidence of the ability, skill and research of the author. It comprises, after the Preface and Table of Contents, Principles of Pronunciation, embracing a key to the sounds of the marked letters, and remarks upon the key; a chapter on Accent; remarks on Orthœpy and Orthœpists; Orthography, with rules for spelling, and a list of words of doubtful or various orthography; a short treatise on English Grammar; a list of words with the proper preposition annexed; the origin, formation, and etymology of the English language; Archaisms, Provincialisms; history of English Lexicography; English Orthœpists; a catalogue of English Dictionaries; a list of the principal scientific works used in the preparation of the Dictionary; a table of Abbreviations and Signs used in the work; THE VOCABULARY, and an Appendix containing the pronunciation of Greek and Latin proper names; pronunciation of Scripture proper names; pronunciation of Modern Geographical names; pronunciation of Distinguished Men of modern times; Abbreviations used in writing and printing; Signs used in writing and printing; and a collection of words, phrases, and quotations from the Greek, Latin, French, Italian, and Spanish languages, comprising 1854 pages, beautifully printed on good paper, and illustrated with about one thousand cuts of animals, plants, instruments, apparatus, etc., etc. The vocabulary is very full and complete, containing nearly every word in the language, and the definitions are clear and correct. We shall hereafter give a closer analysis of its peculiarities, and compare it with its rival, Webster, but in the meantime we advise our readers to examine the work for themselves, and judge of its merits.

ELEMENTARY ANATOMY AND PHYSIOLOGY. for Colleges, Academies, and other Schools; by EDWARD HITCHCOCK, D D., LL.D., of Amherst College, and EDWARD HITCHCOCK, jr., M. D., teacher in Williston Seminary. New-York: Ivison. Phinney & Co., 48 and 50 Walker St.; Chicago, S. C. Griggs & Co, 39 and 41 Lake St. 1860.

The general plan of this work will be seen by reference to the following table of contents: After a preliminary statement of principles and definitions, Chap. 1 is devoted to the Bones; Chap. 2 to the Muscles; Chap. 3 to the Nutritive Organs; Chap. 4 to the Circulating System; Chap. 5 to the Respiratory, Vocal and Calorific Organs; Chap. 6 to the Lymphatic and Secreting System; Chap. 7 to the Nervous System; Chap. 8 to the Senses; and Chap. 9 to a consideration of the religious teachings of the subject. The matter is well arranged, furnished with appropriate headings, and is profusely illustrated. As a work for the class-room, or the general reader, it is unsurpassed by any with which we are acquainted.

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THE TRUE ORDER OF STUDIES.

BY PRES. HILL, ANTIOCH, OHIO.

(*Continued from the April Number.*)

THE attempt to change the printed forms of the English language, for the ordinary purposes of books and newspapers, may be impracticable; and it may not even be desirable that such attempts should succeed; but the use of phonetic books for the purpose of teaching children to read, is both practicable and in the highest degree useful. So soon as the child has learned to read fluently in phonotype, it may take up common print, and read it easily from the general resemblance of the words on one page to those on the other; as has been proved experimentally in thousands of cases. The child thus taught to read common print, has its orthography more firmly fixed in his memory, because he perceives more clearly its oddities and anomalies. Bad spelling usually arises from an attempt to spell phonetically with the common alphabet; but this would be less likely to be done by one who had been accustomed to associate the idea of phonetic value only with a different alphabet. The use of a phonotype, for teaching a child to read has also the advantage of giving unceasing instruction in accuracy of enunciation, and no other method has been so successful in removing from a school provincialisms and vulgarities of pronunciation. For fixing the orthography of words in the memory, no practice is more useful than that of writing from dictation; but this means, of course, cannot be applied at a very early age. If we had phonotype in common use, it would be well to have the child taught to write at the same time that he is taught to read; but, with our present "heterotypy" (as it has been facetiously called), we must be content to begin writing at the time of transition

from phonotypy, when the progress in reading will of course be much more rapid than in writing.

The approach to ordinary orthography, through phonetic type, leads very naturally to etymological considerations, which will be of interest and value to a child several years before he is ready for questions of syntax. Words themselves must be understood before they can be intelligently classified. When a word is introduced to the child, in its orthographic dress, and he laughs, as well he may, at the oddity of its costume, we may tell him of its gradual growth into its present form, and show him how the silent, or the mispronounced letters in it are the record of its ancient pronunciation, or of its derivation, or of an early error in its supposed derivation. This will lead us to explain to the pupil the conventional element in language: that usage is the right and rule of speaking; and then we may go further back, and show how much is really natural in the orgin of language, and how the meaning of words sometimes sprang from an imitation of sounds, from the musical expression of speech, and from instinctive attempts at expression through the position of the organs of speech. A child of six years old will recognize the nasal element in the *meaniug* of such words as snail, snake, snap, snare, snarl, sneak, sneer, sneeze, snicker, sniff, snipe, snivel, snooze, snore, snort, snout, snub, snuff, snuffle, and see how easily the word nose can be introduced into the definition of each. Then it will be interested to know that the Latins also called the nose, *nasus*.

The forms, even, of the individual letters may be made the occasion of pleasant lessons in the origin of written language, — the probable development of Shemitic alphabets from phonetic hieroglyphics, and of the European alphabets from those of Phœnecia. If such instructions do not awaken a scholarly turn of mind, and lead to literary taste, they will at least relieve the dryness of the spelling-book, and give the child some glimpses into the numerous and subtle ties which bind us with all the generations which have preceeded us.

The use of language is to be acquired at first by imitation. The study of books on grammar and composition does not belong to the early years of life, and it is a complete inversion of the natural method to give a child abstract themes for composition before he is old enough to think of such themes of his own accord. In the like manner, it is not in the true course of nature to teach a child to declaim before he can comprehend the pieces selected for declamation. The most instructive reading for a person of any age is that whose tone of thought is above his average thought and yet not beyond his grasp; and the best exercise for a child, in learning to think and to express his thought, is to commit to memory such poetry or prose as is worth being treasured up forever in remembrance but which is not entirely beyond his comprehension. Let him also, with the book before him, extemporaneously, turn good verse into good prose and repeat the process so frequently as to be able to do it without hesi

tation. Before the child can write well he can dictate a narative of some real event in his own experience; and, as soon as he can write, he should be accustomed to writing, at first narrative, afterwards gradually coming to more abstract forms of composition, but always upon subjects with which he is familiar.

When foreign tongues are taught, — and every liberally educated person should at least have a sufficient acquaintance with them to develop his philological tastes, if he have any, — the method of nature, it seems to us, requires a blending of several modes of study. The pronunciation should be a matter of first importence; the student deciding, in the case of a dead language, on some fixed principles, and, in the case of a living language, getting as nearly as possible to actual present usage of the best speakers. Next comes the translating, and finally the grammar. The interval of time between these is not of importance; but it is of importance, in the study of any language, to read more than the small portion which you may daily analyze critically, with grammar and dictionary. Let neither mode of study be neglected; a portion in one book being thoroughly studied each day; while, in some other book, several pages are rapidly and imperfectly read. The words and constructions of most frequent occurrence will thus become familiar by repetition, and to the discipline of the exact critical study of sentences will be added that appreciation of the general spirit of a language which can be attained only from a more rapid and extensive reading of its best writers. Thus, in music, also, the best culture is gained when the pupil is daily drilled to extreme accuracy in the practice of select pieces, and also daily exercised in reading at sight several pages of new music. In the order of nature the child hears language and music long before it has the power to analyze and study them; and, in the order of study, it is better to have reading precede, in some degree at least, a critical and thorough study.

When translating from a foreign tongue into our own, there are two extremes in method, both of which are admirable, while the mean between them is worthless. In the study of a language you have two objects in view, — one to learn the language, and the other to gain from the study a strength and facility in the use of your own. Now, in learning a foreign tongue, one cannot translate too literally, keeping to the order and construction of the original; while, for the purpose of culture in the use of the vernacular, and indeed for understanding, in the earlier stages of study, the real thoughts of the author, one cannot be too careful to translate into the most appropriate and idiomatic English. We would, therefore, habitually accustom the student to a double rendering, first literally, then idiomatically; and in the literal rendering allow even etymological fidelity to the prefixes and parts of a compound word. Thus in the proverb, *Unkraut vergeht nicht*, may have the double rendering, *An un-plant thoroughly-goes not;* that is, Weeds never die out. The habit of literal rendering may be dropped as soon as the student has ac-

quired the power of reading and understanding the foreign language without a mental transposition into the vernacular idiom; but the habit of correct rendering into easy and idiomatic English must be cultivated carefully as long as the study of the language is pursued;—the first is for a for a temporary use; the second for a permanent possession. Next to the ability to act well must be placed the ability to speak well,—and indeed, so interwoven are the functions of the human being, that the ability to express thought increases the ability to think, and the power to think increases the power to act. The common opinion, that the development of one power is at the expense of another, arises from the fact that the developed power is usually one that was by natural gift predominant; and the power that has dwindled, at first naturally feeble, has not had sufficient exercise to keep it of its original strength.

The brief limits to which we are compelled to compress these papers force us to give them a fragmentary character, and to leave each branch of the subject but partially developed: hoping that the connection and unity of the parts will be apparent to the reader who carries in his mind the general principles announced in our first article; and that such readers may find here hints that shall lead them, in the course of their own thoughts, to new confirmations of the general truth and utility of these views, and to new applications of them to special points in education.

The fourth general group of studies, included in our great division of history, we have designated in our tabular view by the word law. Man is not content with thinking and expressing his thoughts, with subduing outward nature to his needs, and making it subservient to his purposes; he also seeks to govern his fellow-men. The child is born subject to his parents, and the family government has always been a type, perhaps suggesting and leading to the government of tribes and nations. At all events, there are no men to be found without some traces of government, and, in all civilized countries, there has been developed the idea of impersonal law, in the organization of a community whose associated wisdom shall decide upon what is right and what is for the best interests of the whole; whose associated power shall enforce the right and develop the good, as far as the limits of its ability extend. The historical study of these relations of men is necessary, not only to a full development of the student's mental powers, but as a preparation by which he is fitted for an intelligent participation in the rights and duties of those relations.

The method of nature is here evident, that the child is born into the family, and learns, by subjection to his parents, the duty of subjection to all just authority, before he can understand the ground on which the authority rests. He is brought under the order and discipline of the family, before he can rise to the comprehension of that vast scheme of universal order, planned by Infinite Wisdom, in obedience to the impulses of Unfathomable Love, and carried into execution by Almighty power,—the Universal Order after which all wise legislation strives, according to which

all just judicial decisions are framed, and which all righteous executive power seeks to embody.

So, in the school, the first and most important ideas of law come not from histories and constitutions, nor from political orations, read or studied by the child, but from the wise and just discipline of the school-room, from the rules of play observed among his school-fellows, and from the perception that the parents and the teachers are also subject, even in school matters, to the laws of the commonwealth and to the votes of the town. The judicious teacher, by occasional words, rightly directing the child's attention for the moment to such themes, gives what we have called incidental instruction in politics and law. The next step, in this branch of study, is history in the ordinary sense of the word. Afterwards, in the higher school or college, the pupil should take a brief course of study in constitutional law, commentaries on the constitution of his own state, of the United States, and of Great Britain, comparing them with those of Greece and Rome, and of the Hebrew Commonwealth.

It was our original purpose, in commencing these papers, to have continued them so as to embrace remarks on psychological and theological studies; but, as circumstances have compelled us to defer the remaining papers to an indefinite period, we will append here some general cautions to the reader, which we had proposed to leave to the end. A recent very friendly criticism on our views shows a misapprehension of them, by saying that we have placed the studies of the encyclopedia in a right line, instead of in a circle, and that we have provided only for the education of the knowing faculties, without providing for the education of the powers of expression and action, and of the feelings and sentiments.

Let the teacher, who is really desirous of knowing the true plan of education, remember that the body and its organs need training and care for their preservation and full development; that the sentiments and passions need to be judiciously called into play, and guided in their direction; that, above all, promptness and efficiency of action, and perseverance of purpose, are to be cultivated with great care, under a consecration to the love of God, and charity to men. In our scheme of studies we are showing what we consider the natural order of intellectual growth, and the following of its order will simply give the best opportunities for the other kinds of education. Thus intellectually we place the cultivation of the powers of observation first in the scale, preceding that of the inventive and of the reasoning powers. This intellectnal order of nature gives the opportunity, in physical education, of keeping the young child out of doors, rambling, under the guidance of its teacher, by the roadside, or over the pastures, to the benefit of his body as much as of his mind. The same intellectual order gives, in moral education, the opportunity for developing pure tastes, the love of natural beauty, and affording social pleasures of a higher character than in the ordinary plays of the school-yard. It gives also the best opportunity for impressing the young heart

with the infinite wisdom and love manifested in creation; and the freedom of the walk allows the opportunity for the child to manifest its own choice and will in showing kindness to its playmotes according to the command of the Heavenly Father. In like manner, the whole arrangement of the intellectual problems placed before the human spirit would be found, if we understood it in its natural order to be adapted for the appropriate furtherance, at the proper age, of each part of physical, moral, and religious education.

The complaint which has been made, that an intellectual education is of no moral benefit, but rather a moral injury, so far as it is well grounded, is grounded as much upon the fact that our intellectual drilling has been inverted in its order, crippling rather than cultivating the powers of observation, as upon the fact that the attention given to intellectual education has withdrawn the attention from moral training. This idea appears to have been one of the moving springs in the heart of the late lamented Josiah Holbrook. In like manner, the injury done to the bodily health of children, by over-study, comes as much from the unnatural inversion of studies, the giving of that which is abstract before that which is concrete, as from the absolute amount of time spent by the children in close attention to the subjects set before them. Whatever be the amount of knowledge acquired in a given time, the ease of its acquisition will, evidently, be partly proportional to the lucidness and naturalness of the order in which it was acquired. The purely intellectual question of the true order of studies is, therefore, intimately connected, in more than one mode, with the question of moral and physical training, with the whole question of the highest welfare of the individual and the family, the state, and the church.

Nor, in either physical, intellectual, moral, or religious education, should we forget the artistic side;—that is to say, we must remember that skill in expression or action is as desirable as simple power. A man not only needs power, but needs it under control, else it loses its worth. Of how little avail would physical health and strength be to a man who could neither walk well nor swim well, who was at ease neither on the rower's seat nor in the saddle, who could neither drive nor skate, who could neither mow nor dig, but who, in all manly sports and all useful labors, found himself strong indeed, but clumsy and inefficient for lack of skill. In like manner, he would feel humbled and awkward indeed, who was conscious of great thoughts, and of deep emotions, and of a strong purpose to right, and was nevertheless unable to express himself either by spoken or written words, by chisel or pencil, or by musical tones, or by well-planned and well-timed deeds.

While all studies must be used as means of developing and guiding some power of action and expression, as well as of understanding, it is perhaps the especial function of the historic studies, of trade, art, language and law, to cultivate the powers of expression; and the teacher

must remember to apply them in such manner as to produce this end. As the bread of the mind is truth, so the bread of the moral nature is action, or expression, and the pupil must be drawn out into expression, not made the mere recipient of instruction.

To pass to the other point in which we would caution the reader against a misapprehension of our views, it does not follow, because we have arranged the five branches of the hierarchy in a certain logical manner, with mathematics at one end and theology at the other, that this order is to be followed in arranging successive years of school life. It would better apply to the minutes. The order is that of logical development, that in which the subjects are to be successively unfolded to their fullest extent; but it would be absurd to postpone physical teaching entirely until a full knowledge of mathematics had been obtained, and so of any other branches. We may perhaps compare the course of education to the phyllotactic spiral on a two-fifths arrangement. The mathemathics are the row of leaves on which the zero leaf is to be taken, and you cannot rise to a higher point in your mathematics, except by running round through the other four rows. For the full. harmonious development of the child's mind we need a perpetual recurrence to the five essential branches of inquiry suggested by every sight of nature. The youngest child in the school brings in, perhaps, a dandelion. What is its form, and the number of its rays? What is its color, taste, and smell, its medicinal effects, its relations to the sunflower and other composite plants? — these are questions of physics. The derivation of its name, dandelion,—dents de lion, dens leonis,—from the form of the leaf, and of the generic name, taraxacum, from its medicinal effect; the fact of its introduction from Europe; the quotation of the lines,—

> "Dear common flower, that grow'st beside the way,
> Fringing the dusty road with harmless gold;"—

these would be historical instructions from the same simple flower. Then ask the child to tell you why he likes this flower so much; whether it is because it is prettier than morning-glories, or because it comes so early, or because it is so common,—and you stimulate him, perhaps, to one of his earliest efforts at psychological self-examination. Finally, speak to him reverently and warmly of the goodness of the Heavenly Father, who has spread beauty with so unsparing a hand before us, and tell him of the Saviour's appeal to our conscience, drawn from the beauty of the lily, using simple language that he can understand,—and you will have given him theological lessons also.

Now, every lesson in the school of life will lead, as simply as this dandelion has done. to the five great branches of intellectual studies; and no lesson has been fully taught until it has thus been linked into relation with all the main lines of dependent truth. The simplest geometry has

its application to physics, its history of discovery and application, its psychological questions of the foundations of belief and the nature of proof and its theological aspect, in such queries as whether the relations of space are or are not dependent on the constitutions of our minds, and thus on the will of the Creator. The cycle of these five branches must be daily recurring, and our aim has been, in these articles, to show in what order the five branches are to be placed, which must always precede the others, which must first receive full development, and which, the crown and glory of the whole, must always be least within the reach of finite faculties.

TEACHING ASTRONOMY.

The editor of the Carolinian, Fayetteville, N. C., had some experience in teaching astronomy, of which he gives the following amusing account:

"We were teaching an 'academery' down in the wire grass county of South Georgia, soon after we left college, and among the 'higher branches' taught in that 'institution,' were the rudiments of astronomy, to which advanced text-book we had introduced a class of sand-hill boys and gopher-trapping girls, ranging in age from fourteen to twenty years. A few recitations, confined principally to the correction of mutilated pronunciations—as 'stairs,' 'hevingly bodies,' 'the yearth,' 'comics,' 'planics,' etc., when we made to the 'advanced class' the startling and incredible announcement that the sun did not rise and set daily; that the revolution of the earth on its axis made night and day, etc. There were a few open conntenances in that gaping, wonder-stricken class, about then.

"Next morning we were waited on by a grave, sage-looking patron of ours, who, with some asperity of countenance, as we imagined, contemptuous severity of expression, thus delivered himself:—

"'We 've employed ye here to larn our young 'uns, haint we?'

"We assented to the proposition.

"'Well,' continued he, 'what 's all this riggy marole and stronomy, and stuff about the sun not settin' and risin', and the yearth turnin' upside down of a night, and sich like infidel talk ye 've been foolin' the scholars with?'

"Now, thought we, for a triumph of science,—a lighting up of this benighted understanding. Inviting him into the academy, we proceeded to draw a diagram upon the blackboard for illustration. 'Now,' said we, 'the sun is ninety-five millions of miles from the earth—' 'Stop,' cried

he, 'how do you know that? Who's been thar to measure it? What surveyor's ever drug his chain over that route? 'Taint so!'

"In vain we assured him that scientific men had demonstrated it, philosophers proved it beyond a doubt, and that all the learned and eminent men in the world admitted and believed it.

"'They don't know nothin' about it,' was his dogmatic response, 'not a bit more 'n I do, and they've never been any closer to the sun than I hev. It's agin reason, sense, and Scripter to say the sun don't set—for there's a text that, may be, you've seed if you ever read the Bible—which I can scarcely believe you ever did—sayin', 'from the risin' of the sun to the goin' down thereof'; and see here, young man, if you can't teech the children somthin' better 'n sich fool and infidel argyment, you mout as well look out for a Dooly settlement, whar thar ain't no churches, and the folks never heerd o' the Bible.'

"We caved, wiped out the diagram with our left coat-tail, bowed out our indignant patron, and the next morning the 'stronomy' class was advanced to Peter Parley's geography and the sun permitted to rise and set as usual."

THE FROZEN BROOK.*

Far to the north of fable-land, stands a snow-capped mountain. Towering high above the clouds that float lazily about, its sides covered by sturdy evergreens or broken by rocky projections, it seems, when viewed from a distance, the very impersonation of beauty and grandeur. But upon approaching, the trees that looked so bright and green, grew deformed and yellow, and cast huge shadows,—shadows so deep and appalling the bravest man would shrink from entering them. As one advances still farther, he discovers, behind the mossy rocks, yawning caverns, and the thin hedged pathway is full of pitfalls, but half concealed by decaying vines.

This mountain is the mountain *Self*, and woe to him who attempts to explore it. If he escape the pitfalls, and be not lost in some of the numerous caverns, he will certainly fall a prey to the savage beasts that abound there. Close beneath, along the base of the mountain, runs the brook *Good Intentions*, a merry, prattling rivulet, dancing and singing in the sun-light: stealing deftly around the stones that fill its channel, caressing the broad petals of the lilies, or murmuring through the pendant branches of the willow, this little brook was contented and happy.

* Read at the High School exhibition, at Janesville, March 30, 1860.

In fable-land, you know, there is but one language. Earth and air, sun and moon, speak familiarly to each other. Once, when *Good Intentions* was singing its merriest song, the sun spoke to it, saying, "Little brook, you have had a merry life thus far: you have made friends of the buds and flowers—even the wild beasts of the forest come often to listen to your pleasant talk; but you cannot always toy with flowers,—you have a duty to perform elsewhere. Beyond the meadow beside you, through which lies your course, is a large city: hundreds of rivulets just like you are hurrying toward it and will unite in one grand river. Then upon your commingled waters will float many ships, freighted with comforts for people of foreign lands; and, although you are but small, you shall be part of the ocean. Leave this grim mountain very soon, for if its shadow be cast upon you, chains of ice will hold you captive forever. Be wise, and pursue the course pointed out to you without delay; for in delay is danger."

Good Intentions listened with mingled sensations of curiosity and delight. That it was destined for so high a purpose, was almost too good to be realised. Fully prepared, it hastened to the outlet toward the meadow. Just as it was casting the last look at the pleasures it was leaving, a bird burst into a song so sweet that it paused involuntarily to listen: the song was a long one, and had scarcely ceased when two stately antelopes came down from the mountoin, and stood upon the bank of the rivulet.

Procrastination and *Self Indulgence* were beautiful to look upon: their eyes were large, soft and dreamy, and their voices full of pursuasive melody. "Whither away, little brook?" said *Procrastination*, "you will not leave us, will you?" "Ah yes, indeed. I must hasten on to the ocean," answered *Good Intentions*.

"Pshaw!" interrupted *Self Indulgence*, "you will have to bear great burdens, and rest neither night nor day: instead of your soft, mossy bed, you will roll over sharp stones, and dash against high, hard banks. Instead of the fragrant perfume of flowers you will be covered by dust and smoke. Here you can enjoy yourself as you will; there you have no time for aught but work." "But when night comes, this odious mountain will bind me with chains," cried the little brook. "But you will have plenty of time," put in *Procrastination*. "The shadows will not fall for hours yet."

Thus urged, *Good Intentions* tarried, listening to *Procrastination* and *Self Indulgence*, and scarcely heeded the shadows that crept steadily on. Often, as it grew chilly, it would determine to pass on to the meadow, but a sweet song, or a beautiful insect, or an open flower bud attracted it,

until the shadows of the mountain covered its waters. Then, indeed, it remembered the warning the sun had given it in the morning. Alas! the last rays were disappearing behind the mountain, and the brook lay in dim twilight. Already the glittering ice-chains were forming an impassible barrier; and, try as it would, the brook moved but slowly onward; and before it reached the meadow, *Good Intentions* found itself a prisoner. Fainter and fainter grew its struggles; quieter and quieter its once restless waters; deeeper, darker grew the shadow; thicker the chains of ice. And now the poor little brook is bound a captive to the mountain *Self*.

Little children just setting out upon life's journey, with the long bright day before you, in which all your happy anticipations, all your fondest hopes, must be realized or disappointed, beware of this mountain. Flee away while yet it is morning. Touch not the flowers. Listen not to the bird-songs. Tarry not by the willows. If you do *Procrastination* and *Self Indulgence* will charm you until the shadow falls and binds your heart with chains never to be broken, a prisoner to *Self* forever.

CORNELIA S. BARRERE.

SPRING.

THERE'S a voice in the air that whispers of Spring,
And of life from the grave awakening;
A breath from a distant Summer clime,
That bears an odor of flower and vine;
The cloudless view of the western sky
Is softer and warmer to mine eye;
The icy chain that the stream hath bound,
By the hand unseen, without a sound
Has been broken; its waters, turbid and dank,
Weep o'er the sides of its mossy bank:
And the roots of the violets pulsate and thrill,
And the lily bulbs, and the daffodil,
Each to the other touch and sing
Their morning song to the welcome Spring.

J. R. GOODWIN, *in Merry's Museum.*

PAST AND PRESENT.

AN OLD MAN'S SOLILOQUY.

"Up from the dim old past are visions stealing,
Bright visions, tinged with memory's finest gold,
That wake within the throbbing breast a feeling,
Though in years grown old."

The present days shine not with the unclouded brightness,

"That lighted up life's spring time bowers,
And gave such fragrance to the flowers."

A calmer light is shed o'er all, and, looking through the windows of my soul, life seems to-day a holier thing: less bright but not less beautiful the present days, than those that glided by at dawn. The flowers that spring up along life's pathway, are not less glorious, although less gay: the birds that warbled in the morning time their loudest, wildest melodies, still sing their songs to me, but in lower, sweeter tones: the summer showers kissed by the sunshine, wear the same bright hues as spring's first rainbow; and the moistening drops of hope that now descend, call forth new buds of joy to bloom around the heart, and shed perfume along life's way, almost as sweet as those which, e'er my infant feet o'erstepped the bounds of childhood, looked up to me and smiled.

Hope ever brightens the present hours: I have planted the willow o'er the graves of the early loved, whose tombstones pave the backward path of life, and to them turned, when trials pressed and care o'ercame, to weep: then rose again, brushed off the tears, and, looking forward upon life's coming years, saw new hopes arise, such as I thought might never die, and still I saw them wither and droop, and looked for more when they were dead. Thus are we ever hoping, "building castles in the air" to see them overthrown, and straightway seeking from out the crumbling ruins a stone upon which to found another.

Quivering along my spirit strings, runs the low, soft music of the present days, tender and sweet, like that I heard when but a child. Perhaps those tones have come to dwell with me once more, so oft I feel the joyous bliss of those glad hours when no alloy mixed up my cup of happiness. I used to laugh; and when I laughed 'twas for real joy: ah yes, even now I feel the present is but a little way from where the breeze of long ago swept o'er my brow, and lightly played amid my hair.

O, beautiful were the fair green isles of love and home that rose from out the waters of life's troubled, dangerous sea: the memory of those isles make these, my lonely twilight hours, less gloomy; and from their

* Read at the High School Exhibition, at Janesville, March 30, 1860.

shores still be d the flowers that bid my soul in hope be strong, to breast with courage rougher seas. Fond memory leads me back to a little cottage, a dear old home among the hills, with its haunts sublime and shady bowers: where th rugged pine and fir tree grew, casting deep, dark shadows o'er crystal streamlets that ran rippling down through rocky dells: the dear old orchard, where robins sang the whole day long, and the turf grew greenest, and the flowers the brighte t, that I plucked to deck my Mary's hair. There oft we wandered to gather the spicy mint that grew along the little brooklet's bank. That sunny bank still seems to me the loveliest spot of all the earth, for there I dreamed away life's early, sinless years, and there I plighted faith to her who blessed and made the spot an Eden. Fond memories crowd so thick and fast that I can sca cely give the present a tithe of what I give the past. As oft as night's dark mantle enfolds the earth, so oft will those, my early days, draw near to sing to me the songs that ne'er grow old.

Progression with improving hand hath swe t away the ivy and the vine that drooped low o'er the open cottage door, and "sent the shadows of their slender pointed leaves across the sanded floor." The fireplace too, where around the hearth we gathered, the noisiest, happiest set of boys and girls that ever 'neath one humble roof-tree met, hath passed away. Yet, even now, I see a glittering row of bright tin dishes, placed with care upon the mantel-piece. Such nice brown bread my mother baked and gave to us in milk so rich and sweet: it never since has tasted thus to me; nor will it it e'er again, for then my heart had never ached, and never can it beat so light again. I do not pine in vain regret, but early years come back so bright and fair I love to chant their memories o'er.

"The old man ceased, sweet slumber sto'e
Serenely o'er his care-worn frame,
And wrapt in dreams his childlike soul
Lived o'er the days of youth again."

HATTIE D. CLOW.

DO YOU READ?

BY this question we do not mean to inquire whether you read the daily news and the current magazine literature, but whether you read as scholars understand the term.

The answer to the question, "Who are educated?" is a more difficult one than it might at first sight appear. And the crooked-minded and generally distorted monstrosities which are too often evolved by our imperfect methods of culture, have a tendency to prejudice the masses

against a thorough education. They object, and very justly, too, to the expense of a training that frequently taxes them to their utmost, and which either unfits their sons for all the duties of life, or produces no good effect in modeling their characters or actions.

We have all seen men going about with vast stores of knowledge in their brains, but with thread-bare coats on their backs; and with that whitish-blue color in their faces that indicates a strict and scant vegetarian diet, and a sluggish circulation of water in the veins, instead of warm, rich blood. Such a pinched-up, suffering expression have they about the mouth; and so ancient, so rusty, so feeble, so bewildered do they look: so jostled and elbowed by the world's great, rough crowd, that the veriest hind, with broad shoulders and ruddy complexion, turns aside to gaze on them with pity. And a sad reflection it is to us that such "domes of thought" should be so lumbered with useless knowledge.

A man may be as expert as a Porson or a Bently in digging out Greek roots, but what will it avail if he can make no man the better or the happier for his knowledge? How many prodigies of scholarship have shuffled through life, and died, without the world's being the better for their ever having lived? Even the great scholars above named, — what have they done? Who knows? Had not their fame been watched by mummy-dry Dons in the cloisters of Oxford, who occasionally gave it a feeble airing, the names of the two greatest English linguists would, ere this, have been buried in oblivion.

Such an education as they possessed, though, in some sense, profound and wide, lacked the vitalizing element, — was the mere skeleton, unclothed with beauty or symmetry. On the other hand, we see a class, much greater in numbers, who have passed through our colleges, and learned nothing but the petty conceits and senseless tricks of idle and worthless students, who, so far from being able to translate their own diplomas, can not even read their own language intelligently, and whose attainments in English composition extend no farther than certain feeble attempts at love-making, through the art epistolary, in a "hand-of-write" wretchedly scrawling, and spelling most villainous.

There is certainly a golden mean between knowing nothing and knowing everything that is useless. There can be no positive necessity in nature that a man should either be a learned dunce or an ignorant fool.

The mere pedagogue has always been a synonym for all that is disagreeable in society, and a laughing-stock in literature for ages. The constant tendency of the teacher is to degenerate into this state. He can only avoid it by a generous culture of all his powers. And this culture must be constant, not spasmodic. If he stops, or even hesitates, the whirlpool sucks him in, and devours him up.

We have always looked upon reading as the great right arm of a well-ordered method of instruction. An acquaintance with good books does more to enlarge and ennoble a man's powers than all other means com-

bined. In fact, all the instruction in school has little other use than to teach us how to read wisely. But then he should possess books, not suffer them to possess him, and thus become the idlest of all moths, the bookworm.

It has always been, still is, and probably will ever continue to be, a question, as to whether few or many books should be read. Macaulay says a man should read every thing. Hazlit thought twenty or thirty books were enough for any one to read, though we strongly suspect that he did not by any means live up to his own theory. Men of great creative powers need fewer books. Men of talent merely, and those of common clay, need to be warmed, and made fruitful, by daily intercourse with great minds and hearts, through the medium of books.

Most men who have reached the meridian of life, who were born in the West, and in whose youth the only library found in the rude cabins of the backwoodsman was the almanac, and the Bible, and hymn-book, remember how exceedingly precious was a new book to those who had a taste for knowledge; (and the number who had not such taste was much smaller than many would be likely to suppose.) The book became a neighborhood treasure, and passed from one rude home to another, until it had made the circuit of the settlement. It was handled with rough hands with a kind of reverent awe, and if its contents were such as appealed strongly to the sympathies of uncultured minds, they were discussed and "told o'er again" at "choppings," "log-rollings," and "house-raisings," with a homely enthusiasm that showed how deeply the speakers were moved.

Then the library of a hundred or two volumes, raised by means of voluntary contributions, and kept by him who was deemed wisest by his neighbors, was a sort of literary Mecca, to which the devotees of knowledge, from miles around, repaired every fortnight, to deposite one treasure and draw thence another. We have in our mind's eye at least two neighborhoods which were enriched by the streams flowing from such fountains; and whose superior intelligence was so apparent as to be acknowledged by the whole country around.

As a means of moral culture, a good book in the hands of youth is worth more than a thousand homilies. Create in them a taste for good reading, and you at once close a thousand avenues to vice. Introduce your boy at an early age to the society of the great and good, through their works: discuss their thoughts with him, not coldly, but with a warmth of admiration you can not but feel if your own heart has ever been stirred by a great idea: and if you do not kindle in his bosom a love for what is noble and pure, his natural disposition must be perverse indeed.

To no man is extensive reading more necessary than to the teacher. He ought to lay the great world of literature under tribute to his vocation. By this means he will be able to lead his pupils from the lower, material

life, to the higher, ideal life, where lie the glories of the True, Beautiful, and Good.

Let no young man imagine that because he has a thorough acquaintance with text-books, he is consequently qualified to teach. He that can impart to his pupils nothing more than text-books, is but little better than an automaton. It lies not within his power to make the waters of wisdom sweet to the taste of learners. Is it to be tolerated that while the intellect is being trained (and that but imperfectly), the remaining domain of the child's nature is to remain a barren waste: that the impressible season of youth, when the heart leaps to the embrace of truth, shall be allowed to pass by without the diviner part of the nature having been once stirred by a pure and disinterested emotion; — and all this that the head may be stored with knowledge, much of which can never be of the least possible use in the conduct of life?

We would rather a son of ours should be capable of thoroughly appreciating the grandeur of Milton's thought and verse than, lacking this, that he should be enabled to calculate all the eclipses to take place between this and the end of time, or speak more languages than Mezzofanti.

We would not be understood as undervaluing a text-book knowledge: *that* ought to be thorough; but a knowledge far wider and deeper must be added to it to enable its possessor to rank among the truly educated. We know men who are reputed to have a knowledge of text-books most extensive and minute, but who are so entirely ignorant of what is most desirable to be known in the field of literature as to excite our pity; and whe seem never to have dreamed that there is anything worth knowing that may not be expressed in an algebraic formula, or found in the inflection of a Latin or Greek verb. Is it for men of such microscopic vision to reveal to the young mind the glories of the Universe?—JOHN HANCOCK, *in Journal of Progress, March* 4.

THERE is no department of human exertion in which a preliminary historical knowledge is so necessary as in education. The education of a people bears a constant and most pre-eminently influential relation to its attainments and excellencies—physical, mental, and moral. The national education is at once a cause and an effect of the national character; and, accordingly, the history of education affords the only ready and perfect key to the history of the human race, and of each nation in it,—an unfailing standard for estimating its advance or retreat upon the line of human progress.—*Henry Barnard.*

BOARDING AROUND.

BY G. D. HUNT.

"To study character in all its phases found,
And fairly dine on human nature—just board round."

THE subject of "boarding around" is frequently discussed at teachers' meetings and Institutes, at which resolutions are often passed denouncing the practice. The fact that many people live in a style either too contracted or too slovenly for a teacher to endure, when he has been accustomed to genteel living, is regarded as a strong objection; and perhaps an objection equally strong is the teacher's desire for comfort and luxury. He is indeed finely accomodated when he has a home where, when not on duty, he may enlarge and improve his stock of knowledge and wisdom by communing with books and papers. Every true teacher is always learning, and teaching too. But he is also a student of every day facts,—of people and manners, as well as the literature of the wise and the learned.

By boarding around, teachers make themselves acquainted with the parents of their pupils, and thereby they may gain and preserve their confidence. They learn the character and real wants of their charge, and how to adapt their policy of instruction so as best to promote their moral improvement, and their advancement in learning. Many parents are disposed to harbor prejudices against schoolmasters. These prejudices will be much mitigated by their being sociable and agreeable with them when not on duty. By observing the discipline of different families, they learn better how to govern a school; and this will be a pretty fair compensation for sleeping in log cabins, and partaking of homely fair. When teachers are what they should be, their conversation will be beneficial wherever they board: they will awaken interest in schools by talking, and at the same time will be enriching their own minds. Many teachers are young men and young women, who, in the course of time will be heads of families. For this station there is no better school than boarding around. In the home policy of different individuals there will be much seen worthy of attention—much to avoid and much that will suggest originality; and thus a person may contrive a wiser course for himself to pursue.

In towns and cities it will generally be impracticable and inexpedient for teachers to board among their employers; but in the country, among farmers, it will be far otherwise. Hospitality is there a prominent trait; and often farmers would sooner board a teacher for a short time than to pay

him extra wages equal to his board in one place. The expense of house room and provisions they do not feel as much as town people. In country schools, therefore, boarding around is very advantageous on the score of economy. Where teachers can be boarded by their employers, their service can be had for a longer time for the same amount of money. Thus it will appear that there is a rational view to be taken of the subject of boarding around. It has advantages as well as a few disadvantages; and teachers must not expect all connected with their vocation to be ease and pleasantry.

A SCHOOLROOM VISION.

BY BARD OF THE FOREST.

Another school day's work was done,
  And silence reigned once more;
While the shades of the sinking autumn sun
  Lengthened upon the floor,
And the quaint old clock in the corner ticked,
  Long past the hour of four.

A teacher sat by his schoolroom desk,
  Wearied with toil and care;
And the drowsy breeze of the afternoon,
  Played with his locks of hair;
And lulled by the whispering of the trees,
  He dreamed in his schoolroom chair.

The years, like a scroll, had all passed by,
  It was the judgment day;
And around the throne of the Mighty Judge
  Were gathered the grave and gay,
To see their deeds in the balance placed,
  For the Master was to weigh.

An angel came to the teacher's side,
  And, taking him by the hand,
Led him up to the Master's throne,
  Where he saw a little band
Of those he had taught in bygone years,
  Come home to the "Better Land,"

Their hearts were untainted by sad regrets,
For the world they had left afar;
But they sang the praise of the King of Kings
As they gathered around the bar
To receive in their foreheads the sign and seal
Of the "Bright and Morning Star."

"Teacher," said the Mighty Judge,
"I've a crown of life for thee;
Thou hast trained and prepared this little band
For the courts of Eternity;
Thou hast done it unto the least of these,
Thou hast done it unto me."

And the angels kissed his cheek and brow,
And robed him in spotless white;
And they placed a harp within his hand,
And gave him a crown of light,
And they bore him up near the Master's throne,
To a seat upon the right.

When the teacher awoke, the setting sun
Fell faint upon the floor,
And the quaint old clock in the corner clicked
Long past the hour of four;
But the teacher's heart was full of hope,
And he never grew weary more.

KENOSHA, *April*, 1860.

EDUCATION can only promote the natural development of the mental powers towards the complete use of the reason; but can not alter the course of their development. It can increase the number of right ideas, and can make them clearer, but cannot introduce them to the mind by any other way nor under any other laws, than those necessary by its own original constitution.—*Niemeyer.*

Superintendent's Department

We give this month the law enacted the past winter amending the school law. Town Superintendents and District officers are requested to examine its provisions carefully, that their future action may be in accordance with it.

It will be seen that power is given to the district to authorize the admission of pupils from other districts, and to charge a fee for tuition; that power is given to the Board to make rules and regulations for the government of the school, and to suspend and expel scholars for non compliance with said rules; and that the Board can require additional security of the Treasurer when they deem that already given insufficient.

Special district meetings can now be called by posting up four notices, except when a tax is to be raised, In that case three-fourths of the legal voters must be personally notified, and the notices must be posted the same as in other cases.

Hereafter the School Fund is to be distributed in June, instead of in April, and districts will remember and raise funds enough at the next annual meeting to meet expenses till the money is appropriated.

An Act to amend Chapter 23 of the Revised Statutes, entitled, "Of Common Schools."

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:—

Section 1. Section eleven of said chapter is hereby amended by striking out the word "twenty." in the first line of sub-section nine, and inserting instead the word "fifty": also, by adding an additional sub-section to said section eleven, which shall read as follows: "To authorize the District Board to admit to the privileges of the school persons not residing in the district, whenever such admission will not interfere with the accommodation or instruction of the scholars residing therein, and to fix a fee for tuition per term, quarter, or year, to be charged the person thus admitted."

Sec. 2. Section thirty-nine is hereby amended by adding to said section the following words: "and shall have power, 1st, to make all needful rules and regulations for the organization, gradation and government of the school or schools

established in the district; said rules to take effect and be in force when a copy of the same, signed by a majority of the Board, shall be filed with the clerk; 2d, to suspend any pupil from the privileges of the school for non-compliance with the rules established by them, or by the teacher with their consent; 3d, to expel from school any pupil who shall persistently refuse or neglect to obey the rules and regulations above mentioned, whenever, upon due examination they shall become satisfied that the interests of the school demand such expulsion."

SEC. 3. Section forty-five is amended by striking out the word "March," in the second line of sub-section four, and inserting the word "June" in lieu thereof.

SEC. 4. Section one of chapter one hundred and thirty-eight of the General Laws of 1858, now comprising a part of chapter twenty-three of the Revised Statutes, is amended by striking out the following words in the seventh and eighth lines thereof; to wit: "by notifying all the legal voters in said district," and by adding to said section the following words: "*Provided*, that no tax shall be voted at a special meeting unless three-fourths of the legal voters shall have been notified, either personally or by leaving a written notice at their places of residence, stating the time, place, and objects of the meeting, at least six days before the time appointed therefor."

SEC. 5. The boundaries of any union school district formed in accordance with the provisions of section twelve of chapter one hundred and thirty-eight, aforesaid, may be altered in the same manner that the boundaries of common school districts are altered; and the provisions of law governing the action of the Town Superintendents in relation to the alteration of common school districts shall, so far as the same are applicable, be applied in the alteration of union school districts; *Provided*, that no union school district shall be disorganized unless a majority of the electors shall, at an annual meeting, vote for such disorganization.

SEC. 6. Whenever the Director and Clerk of any school district shall deem the security upon the bond of the Treasurer insufficient, they shall have the right to demand additional security, and the refusal or neglect of the Treasurer to furnish such additional security shall vacate his office; which shall be filled by the Board, as provided in section twenty-three of the chapter of which this act is amendatory.

SEC. 7. This act shall take effect and be in force from and after its passage and publication.

WM. P. LYON,
Speaker of the Assembly.

BUTLER G. NOBLE,
Lt. Gov. and Prest of the Senate.

Approved April 2, 1860.

ALEX. W. RANDALL.

Published April 13th, 1860.

Blank returns for the Town Superintendents and District Clerks will be for-

warded in in a few days to all who are entitled to them, and every officer is earnestly requested to use great care in filling the blanks, and making his returns in due time.

J. L. PICKARD,
State Supt. Pub. Ins.

Mathematical Department.

Solution of Problem No. 37.—$\frac{x-17}{24}$ equals whole number, per ques. $=p$; then $x=24p+17$. Also $\frac{24p+17-11}{17}$=whole number. Rejecting quotient, the remainder $\frac{7p-11}{17}$ is also whole number. Multiplying by 5 we have $\frac{35p-55}{17}$=whole number. Rejecting quotient, the remainder $\frac{p-4}{17}$ = whole number$=q$: then $p=17q+4$, and $x=408q+113$. Also, $\frac{408q+113-3}{11}$=whole number per question. Rejecting quotient, the remainder, $\frac{q}{11}$, equals whole number, equals S; and $q=11S$, where S may be taken any number at pleasure. Putting $S=0$, then $q=0$, $p=4$, and $x=113$, which is the least answer. Putting $S=1$, then $q=11$, $p=191$, and $x=4601$, which is the next smallest number answering the conditions of the question. BEAR CREEK.

Solution of Problem No. 37.—Place $\frac{x}{24}=A+\frac{17}{24}$, (1); $\frac{x}{17}=B+\frac{11}{17}$, (2); and $\frac{x}{11}=C+\frac{3}{11}$, (3). Clearing equations (1), (2), and (3) of

fractions, we find $x=24A+17=17B+11=11C+3$, (4). Since x is to be a whole number, A, B, and C are whole numbers. By equation (4) $17B+11=24A+17$. Hence, $B=\frac{24A+6}{17}$. Multiplying this equation by 5 gives $5B=\frac{120A+30}{17}=7A+1+\frac{A+13}{17}$. Since A and B are whole numbers, $\frac{A+13}{17}=N=$ whole number. Hence, $A=17N-13$. Therefore, $x=24(17N-13)+17=408N-295$. This value of x placed in equation (4) gives $C=\frac{408N-298}{11}=37N-27+\frac{N-1}{11}$. Since C and N are whole numbers, $\frac{N-1}{11}=M=$whole numbers. Hence, $N=11M+1$; therefore, $x=408(11M+1)-295=4488M+113$. Put $M=0$; then $x=113$, the required number. L. CAMPBELL.

Explanation of Rule for Geometrical Progression.—Let a equal first term of any progression, n equal number of terms, and r equal the ratio. The series will be $a+ar+ar^2+ar^3$, etc. Now, the first power of r stands in the second place, the second in the third, the third power in the fourth term. The power of the ratio is always less by one than the number of the terms; therefore the n term would equal ar^{n-1}. Now, if L represents the last term, $L=ar^{n-1}$. Take the series, and let S equal the sum; then $S=a+ar+ar^2+ar^3+\ .\ .\ +ar^{n-2}+ar^{n-1}$, (1). Multiply this by r, and $rS=ar+ar^2+ar^3\ \ldots\ \ldots\ ar^{n-1}+ar^n$, (2). Subtract (1) from (2), and $rS-S=ar^n-a$. Observe that $S=ar^{n-1}$, $Sr=ar^n$; therefore $(r-1)S=Sr-a$. $S=\frac{Sr-a}{r-1}$.

The above is simply this, when put in words: Raise the ratio to a power less one; multiply by the first term and it will give the last; multiply the last by the ratio, less 1. If Adams says subtract 1, it is wrong unless 1 equals the first term. S. T. ARMSTRONG.

Solution of Problem No. 38.—As the distance from A to B is constant, equal to the distance from M to K, the course of A is unrestricted. also the distance from M to N; and B travels no specified direction, the question will admit of several answers. If we suppose that the distance from M to N equals the distance A travels in 3 hours, viz.: 6 miles, A's course at right angle with a line joining MN, and B travels on the cir-

cumference of a circle having a radius equal to MN, and in three hours had traveled $\frac{1}{3}$ of the distance from N to A, it is evident that the conditions of the question will be satisfied. On that supposition, if lines be drawn from B to A, from B to M, and one from B perpendicular to to the line AM, the first two with AM will be an isosceles triangle, the line from B perpendicular to the base will bisect the base, and the angle formed by the perpendicular and BM will equal the angle formed by the lines BM MN; and one mile would be B's perpendicular distance from MN, and would be equal to the natural sine corresponding to radius 6, or .1666+ would be the natural sine to radius unity. From a table of natural sines we find this angle to be 9° 36′, nearly; therefore the following proportion: 90° : 9° 36′ :: 9.4248 : 1.005312, B's distance the first hour. By following the same course of reasoning, we find the second hour. A line joining BM and MN would form an angle of 19° 28′. 90 : 19° 28′ :: 9.4248 : 2.038549, B's distance in 2 hours. Taking his first hour's travel, we have 1.033237, B's distance the second hour. In 3 hours he evidently travels $\frac{1}{3}$ of the distance AN, or 3.1416; which gives 1.103051 as B's distance the third hour. S. T. ARMSTRONG.

Problem No. 41.—A tree growing perpendicular to the horizon, on an inclined plane, was broken off by the wind so that the top struck the ground 20 feet from the foot of the tree. Now, if it had fallen in the opposite direction it would have struck 40 feet from the foot of the tree. If the tree was 80 feet in hight, it is required the point at which the tree broke; also the inclination of the plain. S. T. A.

Problem No. 42.—I wish to build a manufactory. The materials are to be brought from two places, A and B, and the manufactured articles are to be carried to market at C. The cost of haulage from A and B to the manufactory, and from the manufactory to C, are a, b and c dollars per mile, respectively. Where shall I place the manufactory that the cost of haulage shall be the least possible.

PEDAGOGY is the art of rendering men moral, in such a way that, taking them to be natural men, they will be able to point out for themselves the way to be regenerated, and thus to change their first nature into a second, an intellectual one, in such a manner that this second shall become habitual.—*Hegel.*

Editorial Miscellany.

THE TOWNSHIP LIBRARY SYSTEM.—The Legislature of 1859, by an almost unanimous vote, (19 to 3 in the Senate, and 51 to 10 in the Assembly,) passed the following law:—

SECTION 1. Ten per cent. of the school fund income, subject to apportionment in the year 1860 and annually thereafter, together with the proceeds of a special state tax of one tenth of one mill on the dollar valuation, shall be, and are hereby set apart for the purpose of establishing and replenishing town school libraries, the books for which to be purchased by public authority, and distributed in some just proportion among the towns and cities of the state.

SEC 2. A special annual tax of one tenth of one mill on the dollar valuation shall be and is hereby levied upon the taxable property in the state, to be collected in addition to and with the state tax levied annually to provide for the current expenditures of the state; and the proceeds of the said special tax are hereby appropriated annually for the purpose expressed in the first section of this act.

SEC. 3. After the present year, there shall be, and are hereby directed to be printed, folded and sewed by the state printer, a sufficient number of extra copies of the session laws, journals, messages and documents of each year, to be placed in charge of the State Superintendent to supply each town and city school library in the state with a set; and these volumes shall be substantially bound, in such manner as the State Superintendent, with the approval of the Governor, shall direct, at a cost not exceeding thirty cents per volume, to be paid out of the fund set apart by this act for school library purposes.

SEC. 4 Section seventy-six of chapter twenty-three of the Revised Statutes is hereby repealed.

SEC. 5. This act shall take effect and be in force from and after its passage and publication.

Approved March 21, 1859

Under this law there was assessed and collected last year the sum of $16,862.02, and there was set apart from the school fund the sum of $15,546.37, making a total sum of $32,408.39, to be expended in the purchase of books.

As the law of 1859 was intended simply to organize the Library system, no provisions were inserted to prescribe the method of purchasing and distributing books, and it was confidently expected that the Legislature of 1860 would perfect the plan, and put it in operation. In accordance with this idea, Mr. Pickard, the State Superintendent, after consultation with Chancellor Barnard, Hon. L. C. Draper, (the author of the law of 1859,) and other friends of education, prepared a bill, which was introduced into the Senate, Feb. 17, by Senator Hutchinson, Chairman of the Committee on Education, and which reads as follows:—

SECTION 1. There shall be elected by the two houses of the present legislature, in joint con-

vention, on or before the first day of March, 1860, two persons to serve in conjunction with the State Superintendent of Public Instruction as School Library Commissioners, one for a period of three years and the other for a period of six years, to be determined by lot. There shall be elected triennially thereafter one Commissioner, who shall hold his office for the term of six years from the first day of March of the year in which he shall be elected. Any vacancies occurring shall be filled in the same manner provided by law for filling vacancies in the Board of Regents of the State University.

SEC. 2. The State Superintendent of Public Instruction shall be ex-officio a member of the Board of School Library Commissioners with full power to act as one of said Board, but shall in no case receive compensation for services rendered as commissioner.

SEC. 3. It shall be the duty of the School Library Commissioners to select and determine the books for the town school libraries of the State; to contract for said books and their uniform binding, on the best terms for the interest of the State; and, to make such regulations as they may deem advisable, relative to the distribution and management of the town school libraries. Provided, that no books of a denominational or sectarian charactered shall be selected or approved and no contract shall be binding upon this State for more than one year.

SEC. 4. The School Library Commissioners shall file with the Secretary of State a duplicate of every contract made by them under the provisions of this act; and a duplicate invoice of every bill of books received by them, verified by the affidavit of the contractor, that such books were actually furnished by him, and that the prices named therein were the prices actually charged therefor. The Secretary of State shall audit the claims of such contractor at rates not exceeding the prices named in such contract and verified affidavit, upon the certificate of the School Library Commissioners, that the amount of books has been received, and shall draw his warrant upon the State Treasury, and the same shall be paid out of the Town School Library Fund.

SEC. 5. The Board of education of any city shall constitute a City Library Board, and the Board of Supervisors, together with the Town Superintendent of any town shall constitute a Town Library Board, who shall under advice of the School Library Commissioners adopt regulations for management of the city and town school libraries.

SEC. 6. The City or Town Library Boards may choose one or more Librarians, who shall give bonds at least equal to the value of the library placed under their care, for its safe and proper keeping. When no such appointment of Librarian shall be made, the Clerk of the Board of Education of any city, or the Town Clerk of any town, shall act as Librarian, and shall be subject to the same rules as if appointed by the board.

SEC. 7, The City or Town Library Boards may divide the libraries under their care, whenever they may deem advisable, for convenience of different parts of the cities or towns, but this division shall not be made for a longer period than three months, when another distribution may be made.

SEC. 8. The city and town libraries shall be open at least one half day in each week to all persons residing in the city or town, under such regulations as city or town Boards may adopt.

SEC. 9. The School Library Commissioners shall make an annual report of their doings to the Governor, at the time when other reports are required, by law, to be made, for the use of the legislature. This report shall embody such facts as may be gathered from the several cities and towns, relative to their school libraries, together with such recommendations as they may deem best to make, which report shall be incorporated with the report of the Superintendent of Public Instruction.

SEC. 10. The several City and Town Library Boards shall make an annual report of the condition of their libraries to the Superintendent of Public Instruction, for the use of the School Library Commissioners, on or before the first day of September, in each year. Any failure to

make such report shall cause a forfeit of the next annual apportionment to the city or town so failing.

SEC. 11. The city and town libraries shall be deemed the property of the several cities and towns, and shall not be subject to taxation or to attachment or execution.

SEC. 12. City and Town Library Boards shall have power to collect any fines and penalties imposed by regulations of School Library Commissioners, which shall be returned to the Superintendent of public instruction, and be added to each year's apportionment.

SEC. 13. The funds raised for school libraries shall be apportioned to the several cities or towns of the state as follows: One half according to assessed value of property, as appears from the last assessment previous to the apportionment, and one half according to the number of school children in the several cities and towns, as taken from the last annual report made to the department of public instruction, previous to the apportionment.

SEC. 14. Between the tenth and fifteenth days of March in each year, the State Treasurer shall certify to the School Library Commissioners the amount of the school library fund in the treasury subject to apportionment.

SEC. 15. The apportionment of the school library fund shall be made by the School Library Commissioners, between the twentieth day of March and the first day of April of each year.

SEC. 16. The School Library Commissioners shall receive two dollars and fifty cents a day for actual service rendered, and five cents a mile for all necessary travel in the performance of their duties, to be estimated by the usual and most direct routes of travel: Provided, the amount of such services shall not exceed five hundred dollars for any one year. The accounts of said commissioners for service and travel shall be audited by the Secretary of State, in the manner prescribed by law for auditing all bills and accounts, and shall be paid by the State Treasurer, out of the school library fund.

SEC. 17. All expenses incurred for necessary printing and distribution of libraries shall be audited by the Secretary of State, and paid out of the school library fund.

SEC. 18. All the acts, contracts and vouchers of the School Library Commissioners shall be subject to a thorough examination, by the joint committee of the Legislature, appointed for the investigation of the several state departments.

SEC. 19. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

SEC. 20. This act shall take effect and be in force from and after its passage and publication.

In the mean time, a bill to repeal the law of 1859 had been introduced into the Assembly by Mr. Howland, of Kenosha, and it finally passed that body, but failed in the Senate. No final action was taken in the Senate on the bill to perfect the system, and thus matters remain as before the session.

Nearly $17,000 has been collected of the people at a time when they felt the need of every dollar that could be saved; the school fund has been depleted to the amount of over $15,000, weakening the schools and adding to the burden of local taxation, and now, for the want of proper action, this money lies idle in the Treasury, drawing no interest, doing no one any good, while thousands of the youth of our State are hungering for the mental food which that fund was designed to furnish.

The one tenth of a mill tax must be collected again next fall, the documents

provided for in section 3 of the law of 1859 must be paid for, and the loss to the people of the State cannot be less than $3,000.

Now, who is responsible for this state of things? Not the friends of the law of 1859, for they would gladly have perfected the system and invested the funds in such a manner as to promote the virtue and intelligence, and, through these, the general prosperity of the people. Not the people themselves, for, excepting in a few locacalities, they are manifestly in favor of the library system, and willing to furnish the means to purchase good books. We traveled in different portions of the State last fall, and we found that nearly all with whom we conversed were in favor of the system. Nearly all the papers in the State have contained articles in its favor, and no petitions were presented to the Legislature asking for the repeal of the law. Most of the objections urged against it were removed by the bill introduced into the Senate, and yet under the mistaken plea of economy such action was had as we have portrayed above.

Knowing that next fall, during an exciting Presidential canvass, a careful consideration of the subject will be impossible, we thus early call the attention of the people to the matter, that it may be discussed, and conclusions arrived at which will influence the next Legislature to take different action from that taken by the last.

JANESVILLE.—We find in the Gazette and Free Press of April 6, the reports of the committees appointed to examine the different schools of the city at the close of the winter term; a report by the Principal of the High School, Mr. Levi Cass; an account of the High School exhibition, and of a social gathering of the teachers, pupils, and friends of the schools. Judging from the evidence furnished by these papers, and from what we have heard from persons who have visited the schools, we conclude that they are in a very prosperous condition. They have an excellent corps of teachers, and the Board of Education are intelligent, energetic men, who are determined that their schools shall occupy the first rank. There are four distinct grades, Primary, Intermediate, Grammar, and High school, and from the report of the Principal we gather the following statistics:—

Number of schools, or departments, 14; to wit: eight Primary, four Intermediate, one Grammar, and one High school. The following table exhibits the number registered in the several schools during the past two terms of the present school year; average number of members; the percentage of daily attendance, and the average age of the pupils:—

DEPARTMENTS.	Whole Num'r Regist'd since Sept. 12, 1859.	Average number of members	Percentage of Daily attendance.	Average age of pupils.
Primary Schools,	652	485	94½	6⅞
Intermediate Schools,	399	288½	96½	11⅝
Grammar School,	90	54	93	14½
High School,	178	122	98	16½

The per cent. of daily attendance of the pupils in all the schools is unusually large, and proves that the schools are well managed, and the rules rigidly enforced. The account of the High School exhibition is very interesting, and we would gladly copy some portions of it if we could spare room. Prizes were awarded for the best compositions and declamations. The article in this number of the Journal entitled "Past and Present," by Miss Hattie D. Clow, obtained the first prize, a splendidly bound copy of Webster's Unabridged Pictorial Dictionary; and "The Frozen Brook," by Miss Cornelia Barrere, was adjudged by the committee as worthy of the second prize, a fine, illustrated copy of the Poets of the Nineteenth Chntury. The following prizes were also awarded for declamations:—

1st. Edward F. Welch, Irving's Life of Washington, in five volumes—offered by Mosely & Brother.

2d. Wm. M. Lawrence—Livingston's Travels in Africa—offered by Rev. Mr. Goodspeed.

3d. Wm. B. Rines—Scott's Poetical Works—offered by Mr. L. Cass.

James Benedict received a copy of Shakspeare—offered by Miss Frances A. Bacon—to the best speller in the High School.

Mr. Sleeper also presented an appropriate volume to each of the young ladies who competed for the prizes in composition. Mr. Sleeper was one of the committee to award the prizes, and desired in this manner to make known his appreciation of the efforts of these young ladies, which were so creditable to themselves. Mr. Fish presented to Master Duane J. Armstrong, on behalf of several citizens, a copy of Irving's Life of Washington, as a testimony of their approval of the creditable manner in which he delivered his declamation at the exhibition.

The following in reference to Primary schools and Teachers, copied from the report of the Principal, is worthy the attention of parents and school boards throughout the State: "From five to nine years of age the time usually allotted to primary instruction, may be regarded as the most important period in the education of the child. Then, impressions are made and habits formed which will influence him, for good or for evil, through life. The excellences or defects of the primary schools are transferred to the higher classes and departments, thus weakening or rendering more efficient the entire system. Hence the importance of commencing in the primary suhool to inculcate in the mind of the child a love for school, for order, for truth, and for habits of punctuality, of study and concentrated thought, and so to direct his education as to make him a 'voluntary coworker' in his own development.

"Much may be accomplished in this direction by making the school a pleasant place. The play ground, the furniture, and the entire arrangements of the schoolroom should be such as to promote the comfort and happiness of the pupils. The walls should be decorated with maps, charts, and the portraits of distinguished men, whose lives are examples worthy of immitation.

"A thoroughly qualified teacher is requisite to the success of a primary school.

Not one who has merely completed the course of study in some institution of learning, and who would make the primary a stepping-stone to the higher departments of instruction; but a teacher of age, skill, and experience, one who fully comprehends the magnitude of his work—whose mind is so disciplined and views so comprehensive as to qualify him rightly to direct the education of those 'whose character it is his office to mould.'"

COLUMBUS.—We find in the Journal an interesting account of the examination and closing exercises of the Union school in this place at the ending of the winter term of school. Mr. Lovewell, a brother of J. T. Lovewell of the Madison, High School, is Principal, aassisted in the higher deportment by Miss Churchill. Miss E. B. Lowber, one of the Board of Editors of this journal, has charge of the intermediate department, and the primary department, divided into two sections, is under the care of Misses Tyng and Rosenkrans. About two hundred and fifty pupils are registered in the various departments. The Journal speaks in the highest terms of the ability and success of the teachers in governing and teaching their pupils, and congratulates the people of Columbus on the advantages they possess for securing a good education for their children.

FOOTVILLE.—The Rock County Teachers' Association met at this place April 3d, and continued its sessions till the evening of the 5th. The attendance upon the day sessions numbered about fifty, of whom thirty were teachers; while that upon the evening sessions was quite large. A committee was appointed to devise means for securing one or more lectures on educational topics, to be delivered in each school district in the county, during the coming fall and winter; also, to issue a circular, setting forth the object of such course of lectures, and to be distributed throughout the county, especially to town Superintendents and district school officers. This committee consists of S. S. Rockwood, of Milton, S. S. Wallihan, of Evansville, and H. A. Richards, of Footeville. It is expected that the next annual meeting will be held in the fall, near the close of September at such place as the executive committee shall select.

C. H. CRONK, *Secretary*. W. C. WHITFORD, *Pres't*.

BELOIT.—The schools of this city are in a flourishing condition and worthy of the patronage of the people. We believe that the effort to establish a Union High School has not succeeded yet, but we hope that the citizens will ere long unite in securing this essential to a complete system.

PLATTEVILLE.—We copy from the Witness an account of the examination of teachers by H. Robbins, Esq., Town Superintendent, because we wish to commend his method to other Superintendents throughout the State. A thorough examination of teachers, by means of printed or written questions, would do much towards winnowing out the unqualified ones, and elevating the standard of qualifications. The Witness says: "The examination was conducted by printed

questions on cards; six cards with ten questions on each, and one hour allotted to answering the questions on each card. Written answers, with solutions, were required from the class. At the end of the hour the cards were returned with the solutions of the questions to the Superintendent, who examined the same, and marked their percentage, according to a specific standard adopted at the commencement of the examination. The questions were so framed as to allow little or no margin for differences in the marking. To make the examination perfectly impartial, Mr. Robbins prepared the questions, had them printed, and then took charge of them himself until the class was assembled for examination, allowing one no advantage over another. The annual examination came off last fall, at which time the per cent. was forty out of sixty. This spring thirty-five out of sixty was the standard. At the close of the examination the result was declared, and certificates awarded to all answering thirty-five out of sixty questions; as the Superintendent remarked those who failed to get certificates ought to be satisfied, as the standard was ten per cent. below what it should have been. Some of the ladies, we understand, who had failed to get certificates, remarked that they *did not care*. They could get them in another town, which would do as well.

"As long as Town Superintendents will grant certificates to teachers who are not qualified to teach, and teachers will under bid each other for the sake of getting schools, and school officers will hire teachers because they are cheap, without regard to their qualifications, we may expect poor teachers, and they may expect poor pay, and the result will be very poor schools.

"Messrs. E. Leach, A McFall, and H. Perry were very efficient in assisting the Superintendent in the examination of teachers."

KENOSHA.—From the report of the Board of Education lately published in the Telegraph, we learn that the number of teachers employed during the past year in this city is thirteen, who are distributed as follows: In the High School, 3; in Grammar Schools, 2; Intermediate, 3; Primary, 5. Though there are nominally but four grades, the schools are so classified that there are eleven in reality. The whole number of pupils enrolled during the last term was 805, actually belonging, 718. The e expense of the schools per scholar during the past year was $7.

We copy the following in reference to school taxes from the report of the Superintendent, Hon. M. Frank, and from this it will be seen that Kenosha occupies an enviable position, educationalty, among the cities of our State:—

"Kenosha was the first town in the State to organize a public school on the union plan. Our schools have grown from a small beginning, until they have reached an educational standard unsurpassed by any in the State. Our citizens in past years have cherfully paid taxes to build school houses, and provide the necessary conveniences for the schools. Our school houses, their fixtures and appurtenances, are now all paid for, and the city has no school debt. This cannot be said, perhaps, of any other city in the State, which has erected good school edifices. Our city school taxes are now comparatively light; the annual reduc-

tion since 1857 is as follows: city school tax 1857, $9,444.73; 1858, $6,180.00 1859, $3,675.00.

It must not be supposed that taxation and money expenditures alone, have made our schools what they are; money, it is true, has been essential to their success. Nor is it altogether because the people have been fortunate in the selection of teachers, that our schools have been elevated to their present condition: most of the Principal teachers since the establishment of the school have possessed more than usual qualification for their profession. It must not be forgotten that the good name and success of our schools are largely indebted to a goodly number of our citizens—many of whom have for several years toiled diligently, and expended much effort for our institutions of learning. The constant sympathy and sustaining influence of these friends have contributed largely to give prominence and character to the schools. Experience has proved that without the co-operation and influence of such friends, no amount of money or other appliances can build up good public schools."

The latter part of the above extract is as applicable to other places as to Kenosha.

We learn that the principal of the high school, T. J. Conatty, Esq., has been obliged. on account of his health, to resign his position. We trust that he will not be obliged to leave the teachers' ranks for any lengthy period, as we cannot spare such men from the profession. Well educated, capable, and zealous, with a high appreciation of the responsibility of his position, he has won golden opinions as a teacher and a man from all who have witnessed his labors or made his acquaintance. He is at present assisting Mr. Barnard in conducting some of the Teachers' Institutes.

Teachers' Institutes.—Soveral Institutes have already been held this spring under the general direction of Chancellor Barnard, assisted by several competent gentlemen; and we are gratified to learn that the attendance has in most cases been quite large, and that much interest has been manifested on the part of Town Superintendents and school officers as well as teachers.

Mr. Pickard has endeavored to be present a portion of the time at each of the Institutes, and he has succeeded in collecting a large amount of valuable statistical information in reference to the condition and wants of the schools.

An Institute is now in progress in this city, under the charge of Dr. Lord, of Columbus, Ohio, and it is to continue through a four weeks session.

This is the most effective agency through which the standard of qualification of teachers can be raised, and the schools improved, and all will rejoice at the complete success of the Teachers' Institutes.

The Home Magazine for May has a charming engraving, "The Embroidery Lesson," several fashion plates, one of them giving the new style of bonnet, and is filled as usual with entertaining and instructive reading. "After the Storm," will be finished in the next number, and a new story will be commenced by Miss Townsend. Now is a good time to subscribe.

ALBION.—J. F. Eberhart, of the Home and School Journal, Chicago, on the invitation of Chancellor Barnard, assisted in the exercises of the Institute lately held in this village, and we take the following in reference to it from an article in his Journal of April 15:—

"The Institute numbered about 100 teachers. The daily attendance was prompt and the interest lively, growing even more and more intense to its close. During the first two days Hon. J. L. Pickard, State Superintendent of Public Instruction was present, and left some of his zeal with the teachers. He is a strong, earnest, hard-working, every-day man, and is wholly absorbed in his calling. Such men are useful. We want more that is substantial and practical in our educational movements, and less flippant display.

On Wednesday, Prof. Chas. H. Allen, Chancellor Barnard's agent, arrived, and remained with the Institute till Friday afternoon. We are glad occasionally to meet a man in an Institute who is so efficient and practical as Mr. Allen. He is always genial and full of energy, and never runs astray in fancy speeches, or the discussion of theories distant from the object in view. He entertains while he instructs, giving plans and methods which are simple and may be carried directly into the school-room. Many Institutes are rendered almost useless for the want of a judicious conductor. We hope to meet Mr. Allen again."

PUBLICATION OF PROCEEDINGS.—We shall not be able to publish the proceedings of the Institutes in full, as they would monopolize the whole of the Journal, and the daily exercises, which are about the same in each institute, do not possess interest enough for the general reader to warrant their publication.

If friends will send us a short account of each Institute, stating where and how long held, who conducted it, and the number of teachers in attendance, the whole to occupy not more than a half a page of the Journal, we will gladly publish it, but we cannot give up as much space to the proceedings as we did last fall.

Institutes have already been held this spring at Prairie du Chien, Richland City, Black Earth, Tafton, Albion, Horicon, Sheboygan Falls, Waukesha, Madison and Whitewater.

PROCEEDINGS OF THE BOARD OF NORMAL REGENTS,*

AT THE ANNUAL MEETING HELD AT MADISON, APRIL 11 AND 12, 1860.

Board met at 9 o'clock, A.M., in the room of the State Superintendent. Present, Messrs. C. C. Sholes, W. E. Smith, O. T. Maxon, H. Robbins, S. A. Bean, J. T. Clark, and S. Chapman. Absent, Messrs. L. H. Carey and J. West. The minutes of the last meeting were read and approved.

* The manuscript was received at so late a day that we were obliged to give the proceedings in this place or wait till another issue.—ED. JOURNAL.

The Board then proceeded to elect officers for the ensuing year, which resulted in the choice of Hon. C. C. Sholes, Pres't; Hon. W. E. Smith, Vice Pres't; Silas Chapman, Sec'y.

A report from the Agent was read, giving a detailed result of the examination of the Normal Classes held in 1859. Examinations had been held at Lawrence University, Allen's Grove Academy, Beaver Dam High School, Beloit College, Carroll College, Wisconsin Female College, Horicon High School, Kenosha High School, Fond du Lac High School, Milwaukee Female College, Milwaukee High School No. 2, Milton Academy, Mineral Point Institute, Oshkosh High School, Platteville Academy, Madison High School, Richland City Institute, and Racine High School.

No examination had been held in Janesville High School, Galesville University, Albion Academy, and Evansville Academy. No report of examination had been received from River Falls Academy.

The report of the Agent, together with those made by the Principals of the Normal Departments was made the action of the Board in the division of the fund.

Mr. Robbins offered the following resolution, which was unanimously aeopted :—

Resolved, That all pupils, the report of whose examination on the abstract presented by the Agent, does not reach the following standard, be excluded. In arithmetic a standard of six; in geography a standard of three; and in orthography a standard of six;—ten being the maximum, or perfection. That then the three highest of the remaining studies be selected, exclusive of penmanship, and those who have not received a credit of fifteen, or 50 per cent., be also excluded.

By Mr. Bean,

That in the distribution of the normal fund, the following rule be also observed: That there be appropriated to each institution for those pupils reported as members of the Normal Class, and who have been found to be of requisite age, and to have pursued three studies for 65 days, the same ratio as to those found to have passed according to the foregoing resolution; and to those institutions which have not been examined, the ratio found by averaging the whole number of pupils passed, to the whole number reported.

Which was adopted.

The Secretary having compared the reports in accordance with the foregoing rules, reported the result as follows:—

	Reported,	Legally qualified.	Examined	Passed	Allowed	Amount.
Fond du Lac High School,	28	18	14	[illegible]	[illegible]	$280
Allen's Grove Academy,	42	42	31	[illegible]	8	160
Platteville Academy,	43	47	26	15	20	400
Oshkosh High School,	14	9	9	2	3	60
Milton Academy,	77	77	31	11	27	54[illegible]
Racine High School,	42	41	40	26	27	5[illegible]
Richland City Institute,	10	10	7	2	3	60
Carroll College,	35	35	10	0	[illegible]	
Albion Academy,	64	44	not examined		19	380
Mineral Point Seminary,	25	22	10	0	0	
Madison High School,	28	26	9	0	0	
Kenosha High School,	21	21	21	2	2	40
Lawrence University,	109	109	35	12	37	740
Beloit College,	55	55	13	6	25	500
Horicon High School,	23	23	13	2	4	80
Wisconsin Female College,	46	45	14	3	10	200
Beaver Dam High School,	9	9	7	1	2	40
Milwaukee Female College,	39	39	8	1	5	10[illegible]
Milwaukee High School,	11	11	9	4	5	100
Walworth County Institute,	16	14	not examided		5	100
River Falls Academy,	14	15	not reported		5	100
Galesville University,	12	13	not examined		4	80
Janesville High School,	22	22	"		7	140
Evansvile Academy			"			

Evansville Academy was rejected on account of incompleteness of report.

A communication from Kenosha High School was read and directed to be placed on file.

A communication from the Agent was read, setting forth his plan for holding County Institutes for the current year, which was ordered on file.

A communication was received from Prof. Hoyt, tendering to the members of the Board a copy of the 5th volume of the Transactions of the State Agricultural Society, for which the thanks of the Board were rendered.

Mr. Kilgore appeared before the Board in behalf of Evansville Academy and Madison High School. The Board listened to his statement, but declined receding from their former action.

The ratio of division of $20 to each pupil allowed was then adopted.

The Agent made a verbal report, on hearing of which the following resolutions were adopted:—

Resolved 1, That no person shall be returned as a normal pupil by any institution applying

for aid from the fund distributed by this board, who did not before being admitted and regard. ed as a member of the normal class, make application in writing for admission to the same, setting forth his or her name in full, age at last birth day, residence, township and count y, and desire to prepare for teaching, and intention to teach at least two years in the state, and, at the same time, pass a satisfactory examination, by oral and written questions, in the studies pre- scribed by the Board. A record of the examination and the original application for admission shall be subject at all times to the examination of the Agent or Secretary of the Board.

2. No Institution shall draw for a second or third year on the same normal pupil unless said pupil has given satisfactory evidence by an oral or written examination, by the Agent or other- wise, of having mastered the course of study of the preceeding year; and the examination of the second and third years shall turn more and more on the qualities of character and knowl- edge of the principles and methods of education which are essential to the highest success in the teaching and discipline of schools.

3. It shall be the duty of the Agent of this Board, as far as possible, to visit personally, or by some one employed to assist him in Teachers' Institutes, every institution which has given no- tice to the Secretary of having established, according o the requirements of this Board, a Nor- mal Class, and to subject the Normal pupils in each institution visited to an oral and written examination in matter and manner as uniform as possible.

I. He may decline all examinations where the Normal Class has not been established and conducted according to the law, and the regulations of this Board.

II. He may exclude from examination any person who does not give satisfactory evidence of being a Normal Pupil according to the regulations of the Board, and who at the time has not been pursuing for sixty-five consecutive school days at least three of the studies required for the year in the course for which he is presented, or whose general character and deportment are such as to unfit him for a teacher.

III. The examination by the Agent, of pupils presented for the first time, shall be on the stud - of the first year's course, and a thorough review of the preparatory studies. Of the pupils pre- sented for the second time, upon the studies of the second year, with a review of the first year's course; and for the third time, upon the studies of the whole course.

IV. That the report of the examinations to this Board shall exhibit, 1, the result as to each pupil in every study; 2, the result in each study for each institution; 3, the aggregate and ave- rage result in each study for all the institutions examined.

Resolved, That the Agent be requested to draw out the details of a system of Teachers' Cer- tificates to be issued by the Board, and submit the same to the next meeting.

SILAS CHAPMAN, *Sec'y*.

Correspondents with the Board will please direct all communications relating to examinations of Normal Classes, and to Teachers' Institutes, to Hon. Henry Barnard, Madison.

All notices of formation of Normal Classes, applications for blanks, and information generally concerning the operations of the Board, to S. Chapman, Secretary, Milwaukee.

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SCATTER-BRAINS.

The thoroughness and fidelity with which the thorough and faithful teacher of the present age performs his work is as remarkable as the want of them has been in preceding ages. Not only is the scholar taught reading, geography, grammar, and history, but he gets a tolerable idea of almost everything else. He knows the Greek alphabet, and can decipher the Chinese characters that ornament the lid of a tea chest; he has explored Pompeii and Herculaneum, and the catacombs of Rome and Paris; he has a very good idea of St. Peters and St. Pauls, — how they happened to be built, and who were the architects and master-masons thereof; he knows all about Baron Trenck and Baron Münchausen; he is thoroughly posted in mythology, archæology, paleontology, ichthyology, meteorology, geology, theology, genealogy, and demonology. It is true, he is only a scholar in the grammar school, and never devoted himself especially to any of these pursuits, but his teacher is a gentleman of extensive and varied erudition, and whenever there is an allusion in the reading lesson, the exercise in parsing, or even in the examples in arithmetic, to any of these branches of science, it calls forth a learned lecture which sometimes includes the whole sphere of human learning. He grows wise above what is written in any of his books; and it is not at all likely that, when he becomes a man, any subject can be introduced to which he will be an entire stranger. His teacher has imparted collateral information to such an extent that what the pupil don't know isn't worth knowing.

It is not our intention to find fault with the fact that this amount of collateral information is given to the scholar, for we believe it is at least one-half of the child's education; but we have a word to say in regard to the time and manner of imparting it. The intelligent and faithful teacher may and ought to enrich the understanding of his pupils with the treasures of art, science, and general literature; and he who confines him-

self to the letter of the text-books only half does his work. The following up of extraneous matters which occur in the various lessons, or the tracing out of the origin and history referred to in them, is a modern improvement which deserves encouragement, for it has done more to create an enduring love of knowledge in the mind of the scholar than almost any other agency. The library of reference belonging to every well-furnished school is an instrumentality of the highest efficiency, and one which the teacher ought to use himself, and stimulate his pupils to use. There is no danger of imparting too much knowledge in this manner, but there is danger of neglecting the main subject, and leading the scholar into loose habits of study and application.

Phrenologists tell us that there is a certain "bump," called concentrativeness, which may be elevated or depressed, or the mental habit which it represents may be improved by attention and cultivation. One with this organ largely developed finds it difficult readily to transfer his attention from one subject to another: hence he is prolix and long-winded. As a schoolmaster, he tells long stories and makes long explanations; as a minister, he preaches long sermons; as a lawyer, he indulges in long arguments. One with this faculty but slightly developed, jumps from one topic to another with perfect ease and indifference; as a minister, he has neither "head nor tail" to his discourse; as a schoolmaster, he introduces a dozen subjects in as many minutes; as a lawyer, he makes a general plea applicable to all the cases on the docket.

Whatever of truth or error there may be in phrenology, most teachers have found it to be true that not more than one half of a given class have the power to concentrate the mind on the lesson to which their attention is required. To get and keep the attention of scholars is the most difficult part of the teacher's work. The scholar seems to lack the ability to fasten his attention on the subject before him. He is willing to do so, will even struggle to do so, but the constitution of his mind is such as to render it almost impossible to accomplish the desired end. "The spirit is willing, but the flesh is weak." Cultivation will undoubtedly do much for him, but he can never stand on a level, in this respect, with those who have been differently endowed by nature. To scholars of this class the frequent wanderings of the teacher from the subject before them, if not very judiciously managed, must be a positive injury.

It requires a certain amount of careful preparation, as well as a certain condition of the mind to enable a scholar to do any work well. The teacher insists upon this preparation, and endeavors to produce this condition of mind in his pupil. Place a reading book in the hands of a pupil whose thoughts are wholly absorbed by a principle in arithmetic, and he cannot read as he would under more favorable circumstances. When the class are expected to do their best—as they ought always to be expected to do—they are "loaded and primed" for the occasion. Their enthusiasm, their desire to do well, is kindled, raised to the highest pitch.

They are instructed to open their mouths, to regulate their breathing, to be thoroughly imbued with the spirit of the piece to be read.

When these conditions have been complied with, the scholar rises to read; and in his paragraph the name of Sinbad the Sailor occurs. Who was Sinbad? Where was he born? What is the approximate value of a diamond weighing two tons? What is a roc? Carnivorous or herbivorous? The whale which Sinbad thought was an island, and which played him such a shabby trick, opens the natural history of that animal. The loadstone which drew all the nails out of the ship, opens the subject of magnetism, which suggests those of electricity and galvanism. In short, there is no end to the wheels within wheels, and the communicative pedagogue goes down to the center of the earth, up to the empyrean, and back to the creation of the world.

But, for the purpose of illustration, let us suppose that Sinbad, with all the side topics and moral reflections suggested by his eventful history is happily disposed of at the end of fifteen minutes or half an hour, can the class read as well as though they had not been interrupted? Are those necessary directions about the the lungs, the tongue, teeth and lips, still fresh and uppermost in their minds? Has none of the enthusiasm that burned through the class at the commencement of the exercise evaporated? Does the side talk about Sinbad keep the mind in unison with the spirit of the piece?

In arithmetic, John, who has carefully prepared his lesson, and who has just called up fresh in his mind the principles involved in the example he is about to explain, begins to read the problem:

"Bought ten hogsheads of madder—"

"Stop, John; what is *madder*?" interrupts the teacher.

By the time *madder* is defined, its history given and its use fully explained, John's brain is very clear on madder, and very indefinite on arithmetic. Other articles require similar explication, and aquafortis, gunny bags, cider, soap, and candles, tar, pitch, and turpentine, are mixed up with measures and multiples, roots and powers, to such a degree that only one half of the class know a gunny bag from a common factor.

We do not suggest that all the useful and curious knowledge of collateral subjects be withheld from the scholar, but only that it be given in a proper time. It has been our practice for several years to define the difficult words and consider the side topics in the reading lesson on the day preceding that on which the piece is read. In arithmetic, grammar, and other studies requiring concentrated thought, they might be disposed of before or after the regular recitation. In our estimation, they are nothing bnt scatter-brains, when introduced in the regular exercise, and when not necessary to a clear understanding of the subject. In reading

we would have nothing but reading; in arithmetic, nothing but arithmetic—in everything but one thing at a time.—W. T. A., *in Massachusetts Teacher.*

WORK FOR CHILDREN.

PARENTS, do your children work? Are they regularly employed in something useful, something profitable?

"Train up a child in the way he should go, and when he is old he will not depart from it."

What are some of the advantages, the happy results of industry, of teaching children to work and to use the world as not abusing it?

1. *The Habit of Obedience.* Does the child labor under the eye of his parent or guardian, regularly, from day to day? If the parent is consistent, habits of obedience are sure to follow.

2. *Habits of Activity and Faithfulness.* Does the child receive wages or compensation for his labor as a stimulus to industry? The habits of faithfulness and activity are brought into requisition.

3. *Usefulness* is another advantage of industrious habits. Who ever knew a very useful man in after life whose early days were spent in idleness? Seest thou a man diligent in his business? he shall stand before kings.

Jesus said, "My Father worketh hitherto, and I work"; can any one be a disciple of Jesus and not be useful, not learn to work?

4. *Order.* "Order is Heaven's first law. How is a child to learn order unless under the eye of an orderly parent or teacher, in some useful and profitable employment? Are idle boys, street school boys, orderly? Are those families orderly families which neglect to train their children to work, to regular habits of industry? By their fruits ye shall know them.

5. *Habits of Economy.* How do children and youth learn the value of money? How does any one? By what it costs. And what does money cost? Labor—active, persevering labor. Will the child or youth who receives money without laboring for it, or without knowing its value, be likely to spend it economically? Look at the prodigals and spendthrifts: who are they? How have they been trained? To habits of industry?

To honest labor? Not one in a thousand. Children and youth trained to honest industry, to earn their money by the sweat of their brow, as a general thing, will spend it economically.

6. *Habits of Benevolence.* For a child to give that which costs him nothing is poor charity, not the charity of the Bible; but let the child or youth earn the gift with his own hands and there is a luxury in giving, a heavenly sweetness.

David positively refused to offer sacrifices of that which cost him nothing. See 1 Chronicles, xxi., 24.

7. *Habits of Honesty,* is another very important advantage of industrious habits—of teaching children to work.

What children are those most given to pilfering and stealing, robbing orchards and hen-roosts? Are they the industrious, or are they the idle, the lounging, the street school rowdies? Others, again, who depend chiefly on the purse of their parents, without labor, when that source fails, are strongly tempted to resort to dishonest means of gain.

Parents, are your children at work, regularly employed in something that will count for time and eternity? If you do not employ them Satan will, rest assured. "Satan finds some mischief, still, for idle hands to do."—*Ex.*

SCHOOL TEACHING A PROFESSION.

I have often read the printed saying, "A brighter day is dawning for school teachers," and as often have I wondered why I did not catch a glimpse of the rising sun to cheer me on the path which should be the most honored of all honorable pursuits,—the life of the true school-teacher. I must say, that while some few may, in the course of time, have gained that position to which their talents and experience entitle them, there are many other teachers who have long been struggling as hard and with as much force of intellect, with all, even, which constitutes the good teacher, without ever having their true claims established; and, though they may still continue to battle, until we have a reform in the right direction, all effort is useless.

The talk about making teaching, as a universal rule, a profession, is as ridiculous as it is general. When every boy who can boast his first crop

of down, from very laziness forsakes the plow and teaches school for a price which he could as soon receive for manual employment; and the girl who, leaving her proper sphere and command,—a kitchen the one, and a company of pots and kettles the other,—takes a school and *goes through the motions* for the same wages which her mother, perhaps, pays her household "help," I, for one, consider with dismay the idea of school-teaching a profession.

The time was when there was something of a bug-bear to those who wished to teach and were not qualified, in the thought of obtaining a certificate; but that day has gone, or is fast going by, and Moses and Betsey have nothing to do but to answer the single question propounded them, "What day of the month is it?" and the writing, which vouches for their moral character, learning, and ability, is granted them. That such is the case, as here stated, in some instances, all teachers who have had in any degree an extended knowledge of district schools, know as well as I to be true. I consider it a great wrong for a superintendent to act in this manner, and thus help to bring down the labor of the brain and soul to a level with the labor of the animal body.

Causes which I have spoken of above, combined with the fact that many of the supporters of our common school system seem to consider all labor of like moment, and openly profess to believe that teachers should receive no greater wages than the common laborer, and some even argue that it should be less,—are driving qualified and true teachers from the field of school-teaching. The reasons why such opinions are held so extensively are obvious, and I should like to speak of them in a future communication, if thought proper, for I now have neither time nor space.

The only remedy which I feel at liberty to propose, and the only one which I consider myself capable of proposing, is that we as teachers combine our influence to secure the election of such men as will dutifully fill the office of Town School Superintendent; and that, if no better plan is adopted, will, I think, forward the day when we may consider our calling as among the professions. We are apt to be governed by political reasons only in the selection of men for this office; while, as I believe, politics should have nothing to do with it. When we have found that man in our several communities who is the most capable and worthy, let us enter the field of politics, if you will, and elect him Superintendent.

ANYBODY.

IT is not the multitude of books that are read which is important, so much as their excellence.—*Seneca.*

THE IEDA OF A GRADED SCHOOL.

A FEW SUGGESTIONS TO TEACHERS AND COMMITTEE-MEN.

NOTWITHSTANDING all that has been written, printed, and spoken in respect to a system of graded schools, there is abundant reason for believing that the subject is quite imperfectly understood by many of those who are engaged, as teachers or as committee-men, in the management of public instruction.

Were it otherwise, we should find the schools which are already graded advancing much more rapidly than they do at present, and many of the un-graded schools would disappear as the imperfections of a by-gone day.

To many persons the term "graded school" has still something of the repulsive character of a technical phrase, newly introduced, and not exactly understood. To others it seems to imply much more than those who coined the expression ever meant should be its meaning. There are others still who accept fully the principles of a graded school system, but are not definite in their ideas of its details.

We therefore propose to give in this article our conceptions of a good graded school, hoping to show incidentally how important its chief characteristics may be made, not only in compactly built towns and districts, but also in more sparsely settled places. Our remarks are not presented as untried theories: they are based on an intimate acquaintance with the system of one of the largest towns in the State, and a close comparison of its features with the superior and inferior peculiarities of school systems in other places. If our ideal seems too high to be immediately attained, we desire to have it remembered, that we are endeavoring to present a plan for a model school, and to answer the questions which we frequently hear from intelligent men concerned in public instruction, as to the aim which should control their efforts in reorganizing their schools and introducing the various improvements of modern experience.

First, we remark in general, that a graded school is nothing but a school well classified, according to the age and attainments of its scholars. Simple as this statement is, we could mention facts to show that, even in communities which are not at all deficient in good common sense, there is such a prejudice against graded schools as can be accounted for on no other supposition than that the meaning of the term is wholly misconceived. Every store-keeper knows that his business is greatly facilitated by the proper assortment of his wares, whatever their kind. Every manufacturer appreciates the importance of division of labor, and, where this is not possible, of attempting but one kind of work at a time. In

like manner, every good school teacher knows, and every good citizen ought to know, that the work of education is greatly aided by proper arrangements for the classification of scholars, and for attending in each school-room to one thing at a time. It is precisely this that a graded school secures. Why is it that so simple a principle is so hard to understand?

Let us here emphatically remark, that is *not* essential to a graded school that there should be a large and costly building. If there are but two rooms, the primary scholars can be separated from the more advanced, and the school becomes graded forthwith, not completely to be sure, but so as to secure some benefits of classification. In towns where no more than this can be accomplished, a decided advance is made on the old fashioned district schools of the country, where children of four years old are taught by the side of those of sixteen.

At the same time we believe, *secondly*, that a large number of scholars should, when possible, be assembled in one building. We are aware that many persons hold a contrary opinion, and the writer acknowledges that his own views were once different from those he now advocates. But in his own mind the importance of an arrangement by which a large number of children can be brought under the same roof, and taught on the same general principles, became more and more apparent by a study of the schools as they are. If all the scholars were taught by one teacher, or if the Lancasterian system of monitorial instruction were in vogue, the case would be very different, but by having a sufficient number of teachers, all the advantages of personal acquaintance of the instructor with his scholars are secured by sub-classes, and other additional benefits are gained. In a word, we secure greater interest on the part of the teachers and parents, greater order and progress in study on the part of scholars, greater ease of supervision on the part of the school committee, and greater economy of expenditures on the part of the public. In the larger towns, where the dwellings are compactly arranged around a common center, school-houses to accommodate several hundred scholars are not only found more convenient than smaller buildings, but in the end less costly. The two best school-houses in New Haven are designed for six hundred scholars each, and so fully are the citizens convinced of the benefits of the plan that they have directed the Board of Education, in erecting another building, to make it large enough for eight hundred scholars or more. It is even believed that good policy would require the enlargement of the two buildings referred to.

It is evident that no such school-houses can be built in thinly peopled districts, and we have already said that it is not essential to have them. All that can be advised in such cases is that there be as much concentration as the number of scholars and their residences will permit. One hundred and twenty scholars can be taught to much better advantage under one roof than in two or three separate school-houses.

In the *third* place, school-houses should be so constructed that no room will furnish seats for more scholars than a single teacher can efficiently instruct. If this rule is not observed, an assistant teacher becomes necessary. But it is a received opinion in the community, not readily controverted, that with a good principal in any given room an inferior assistant may be employed. In fact, where two teachers are employed in one room, the marked discrepancy in their salaries may be regarded as the estimate, correct or false, which is placed on the value of their services. What now is the consequence? The scholars when promoted from a lower room to a higher are liable to pass from an efficient instructor fully paid as the principal of a room, to those of a less skillful teacher regarded and paid as only an assistant. The plan has an advantage simply in economy. In all other respects it is bad. There is danger that the scholar will find his progress from one room to another no promotion, but positively a degradation.

As to the number of scholars who can be well taught by one teacher, opinions are divided. It is our conviction that the utmost number which should be placed under each instructor is sixty, and we should much prefer to see no more than forty.

In the *fourth* place it is important to preserve a just medium between too little and too much separation into classes. There is great danger of error in both extremes. Classes enough should be formed to secure to every scholar companions of his own general attainments, with whom he can steadily advance in learning. But the estimate of these attainments must not be made upon so nice a scale as to multiply classes beyond the teacher's ability to instruct them. We have known a graded school in many respects distinguished for excellence, where the primary scholars were divided into sixteen classes, each supposed to be a little in advance of the other, and where sixteen promotions were consequently necessary between the beginning of the alphabet and the completion of a simple reading book. Each teacher, instead of having a simple grade of scholars, had four, and found the hours of school frittered away by this multiplicity of duties to almost as little purpose as if the school made no pretensions to gradation. Such abuses of the system bring it into disrepute.

The opinion of many educators is, that within the range of common school instruction, not including academies and high schools, *three* departments should be recognized, which are very commonly designated in this State as the primary, intermediate and grammar schools. The division line between these grades can be readily drawn. While the law recognizes the school age as extending from five to twenty-one years, we find in reality in most towns where there is no high school, there are not many scholars over thirteen years of age. They have then mastered what the law requires should be taught in a common school, the elements of an English education. So, too, we find that parents generally regard six or seven years of age as the better time for children to commence school.

Are we not accordingly authorized to ragard six years as the average amount often devoted to a course of common school instruction? If this be so, two years' work may be laid out for primary scholars, two for those in the intermediate schools, and two for those in the grammar schools. Let the regular time for admission be only at the beginning of the school year, and examine every applicant to see for what grade he is fitted. Then if the number of scholars is so limited and the building so small that only two teachers are employed, let each of them take charge of a department, primary, intermediate, or grammar, and let two grades, and two grades only, be formed in each room. If, on the other hand, six teachers are employed, let each one of them have charge of a distinct grade, making six, as before, in the entire school. If, as is often the case, the number of primary scholars is much larger than those in the higher rooms, instead of having four rooms or sixteen grades of primary scholars, let the number of grades remain as before, and open a second, third, and fourth lower primary room, or a second, third, and fourth higher primary room, with the same plan of studies, and the same rank as the first.

This leads us to speak, in the *fifth* place, of the necessity, in a graded school, of having a definite, progressive course of study. Let it be determined whether that course is to extend over five years or seven, whether it shall include the studies of a high school or not; and then let the various steps in such a course be arranged with special reference to the successive school years, so that whatever is attempted may be thoroughly accomplished. In most schools in this State, we presume that a six years' course of study, allowing, as before suggested, two years to each main division, primary, intermediate, and grammar, will be found to correspond most nearly with the existing arrangement. We can not expect, however, that all scholars will complete this course in the regularly appointed time. So long as human nature and society are what they are, there will be scholars of natural dullness, and children of ignorant and unwise parents. Illness, family affliction, absence from town, and innumerable other excuses will detain very many from school, and such pupils of necessity will fall behind their comrades and be unable to pass the examination for promotion. On the other hand, though less frequently, there will be scholars of unusual quickness of mind and enterprise, or scholars whose attainments were at first incorrectly estimated who will demand and deserve an honorary promotion in advance of the classes to which they severally belong. But neither of these circumstances will effect the general progress of the school. The classes, as a body, will pursue for a year their studies without change of instructor, and then will be promoted to a higher rank and harder tasks.

There is a most important field for inquiry, as yet but little examined in this country, concerning the relative importance of different branches of study, and the amount of time which should be given to each. We re-

gret to believe that to a very great extent, neither teachers nor committees have a definite idea what sort of an education they are providing. They are working on no plan Circumstances continually changing determine the course of study, and the progress of the pupil is continually retarded by having to go over and over again, as he advances from one room to another, what should have been mastered once for all. The text-books provided are in part at fault. Few writers possess the requisite judgment to present for each stage of instruction those principles and facts only which are important to that period. The lower books consequently anticipate the higher, and the higher of course repeat the lower. A skillful teacher may indeed be able to resist and overcome this difficulty, but never without a plan clearly defined, precisely indicating the order in which every branch of study is to be pursued, and providing a place for everything which is to be taught, with everything in its place.

We are not at present prepared to offer a scheme of studies for acceptance or criticism. Perhaps none could be devised which would suit any large number of our actual schools. Still, a few suggestions may be made as to the principles which should guide our actions. We must first define, much more carefully than the statute, what the common school is to teach. We must then draw the lines of the three departments before enumerated, and finally we must estimate the proper amount of progress to be required in each year. In selecting the studies, we must continually remember that the object is not to make learned boys, but strong men; not smart girls, but sensible women; and that the love of study is not so well awakened by curious facts and entertaining stories, as by a systematic development of the pupil's powers; his judgment, his memory, his imagination, his accuracy of statement and clearness of thought should all be cultivated. A mind *well trained* in these respects is a mind worth having: it can not fail in due time to be also a mind *well stored* with useful knowledge. At the same time, we are not to forget that at every stage of public instruction, many scholars drop away, never to resume the discipline of a school, never to pursue again a course of study. We are therefore to equip them to some extent with the knowledge essential to their happiness in life.

Sixthly. We consider it indispensable to a model school, that all the scholars of each room should attend to the same exercises at the same time. Of course, if it is to be accomplished, they must be of the same grade of attainments. Then, if the lesson is in reading, let every scholar pay attention to it. By no means allow one half the room to be at work with their slates. Each half will distract the other. So with the other studies. Only one thing at a time can be well done in school, and the teacher who attempts to direct two or three different exercises together, must not expect to see much progress.

This opinion is so natural in itself, is confirmed by such analogies in every department of human exertion, and has been demonstrated so thor-

oughly over and over again in the school-room, that we are at a loss to determine why teachers, and especially teachers of young scholars, are unwilling to act upon it. We can only account for the fact by remembering that it is always easier to walk in an old path than to strike out a new. Teachers moderately successful in the methods to which they have been accustomed, are afraid to venture from the ground with which they are acquainted, and from the established routine, lest they should fail to succeed, and the failure be attributed to their new fangled notions. Such blind regard to usage is worse than the routine of English chancery. "How not to do it" is its appropriate epithet.

Closely connected with this train of remarks is the opinion that the teacher should spend most of the school hours *in teaching;* we do not mean in hearing recitations, nor in preserving order, but in drawing out the minds of the scholars; not in seeing if they can recite a page by rote, but in showing them how to understand the words of the author, or the facts of the lesson; not in teasing them with unnecessary qnestions, but in leading them to discover truth for themselves, and to express their ideas in discriminating language; In a word, to train their minds to habits of clear thought and wise judgment. On this important subject we append to this article a few paragraphs from a gentleman whose views are entitled to profound consideration. We refer those who are interested in pursuing the subject further than our limited space allows, to the reports of President Mann, Professor Bache, Dr. Stowe, and many other writers on Prussian education, and especially to Dr. Barnard's National Education in Europe, where a compilation of these views, admirably made with reference to general utility, may readily be found. Here is the key to the success of the Germans in all branches of education.

We have good authority for saying that if the teachers of the United States could be brought to spend their day chiefly and literally in teaching, and if the schools could be so arranged that all the pupils of each room could attend to the same exercises at the same time, a reform would be accomplished not less great than that which Mr. Barnard inaugurated when he determined to devote his labors to improving common schools.

Seventhly, and lastly. A good graded school must have a competent master. It is not enough to have a good visiting committee, nor a superintendent of schools, even if such officers devote their whole time, as is seldom the case in this State, to the business entrusted to them. There must be a chief in each school-house, who shall have power to direct all the assistant teachers, and who shall be held responsible for their failings.

No change in the studies of a room, no case of discipline, no irregularity on the part of the assistant teachers, should occur without his knowledge. He should be like the general of a brigade, counseling with all his officers, and yet giving orders to all, infusing into the rank and file of his army enthusiasm and zeal, harmonizing all petty difficulties, and

giving a unity to the whole school system which can in no other way be obtained.

Such a man deserves to be well paid. He should have wisdom, knowledge, tact, and, above all, he should know how to train the minds of the young, to correct their faults, and to develop their virtues. He should be a man to whom all his assistants will look with confidence and respect, and whom the scholars will regard with almost the deference due to a father. He should be an educator, not merely an instructor. If in any town there are several graded schools, the teachers in each should be responsible to the principal, the principals to the acting school-visitors, or superintendent of schools, this officer should constantly consult and report to the board of visitors, (or board of education, as it may be termed,) and they should be held to account by the public. No other plan will secure a just system of checks on one of the most important, if not the most weighty of our social institutions.

In closing this article we are well aware that the subject has by no means been exhausted. If we succeed in arresting the attention, and in assisting the efforts of those who are engaged throughout our State in shaping the system of public instruction, we shall have accomplished all at which we aim.

We have only to repeat, that such a graded system of schools as we describe, commends itself to the public approbation, on grounds of economy, efficiency of instruction, progress in scholarship, ease of discipline, and possibility of thorough superintendence. While its most satisfactory results can only be demonstrated in cities and towns where the population gathers round a center, yet many of its advantages can be secured if there are only enough scholars to form in one building three separate rooms or classes. Let no one despair of accomplishing something because he can not effect all which he would be glad to bring about. Every step in advance is a positive advantage. Each success makes future victories more certain.

We long to see our Commonwealth, small in extent, but great in the influence which its sons exert, come forward and assume, in all departments of education, the front rank to which, by the inherited wisdom of our fathers, and the inherent intelligence, enterprise, and common sense of the present generation, it holds a pre-emption right.—D. C. G., *in the Indiana School Journal.*

MUSIC is the one most beautiful and excellent gift of God; and is very hateful to Satan, because it drives out of men many temptations and evil thoughts.—*Luther.*

NATIONAL TEACHERS' ASSOCIATION.

In August last, during the session of the National Teachers' Association, held in Washington, D. C., the Board of Directors, according to the provisions of the Constitution,

Resolved, That the next Meeting of the Association be held in Madison, Wisconsin, commencing on the Second Wednesday of August, (the 8th,) and continuing four days.

But in view of several considerations, and at the request of many of the members of the Board, and others of the association, it is considered best to change the place of meeting from Madison to Buffalo, New-York.

The third annual meeting of the Association will, therefore be held in Buffalo, on the Second Wednesday of August next, (the 8th,) commencing at 10 o'clock, A. M. This change of place is called for by many, both East and West; indeed, the proposed change meets with the general approbation of all.

The friends of the cause in Buffalo extend to us a hearty welcome. They pledge themselves that every facility shall be afforded for the business of the the the Association, and that they will do all in their power to make the occasion one of pleasure and profit.

Arrangements will be made with the hotels for a reduction in the price of fair. Ladies will be entertained gratuitously. On the principal lines of travel, the usual reduction of fare is expected.

It is well known that the city of Buffalo is a most delightful summer resort; cool and healthy, and that the people are noted for their public spirit and generous hospitality. It will be remembered that Niagara is within a few miles of the city, and can be visited at any hour of the day.

Arrangements have been made to secure able and popular Lecturers. Several important reports and other papers will be presented. The meeting is expected to be one of the most interesting ever held in the country. Particulars given in a few days in the programme of the meeting.

Z. Richards, *Sec'y.* J. W. Bulkley, *Prest.*

Brooklyn, *April* 16*th*, 1860.

Parents commonly err in one of two ways; either by too much pampering and indulgence, or by too much strictness and harshness.—*Luther.*

DUTIES OF TEACHERS.*

1. *General Duties.*—The teacher must devote himself *exclusively* to the duties of his station, or failure is certain. He should give constant and careful attention to the discipline, instruction, habits and maners of his pupils, and, as far as possible, superintend their conduct in the yard and in the vicinity of the school house at recess and at intermission. All school property, apparatus, furniture and books, should be carefully preserved, and the regulations of the Board of Education in regard to them rigidly enforced. Teachers should read the School Law and the By-Laws of the *B*oard.

2. *Punctuality.*—In addition to regarding the laws of the Board on this point, it will be well to *punctiliously* observe the time of opening school. Let it be at *precisely* seven minutes before nine o'clock in the morning; the standard is the clock at the store of Mr. Elkins. Classes should be called at the *minute* appointed. A constant and careful observance of time in *all* the exercises of the school is an indispensable condition of success.

3. *Opening of School.*—The opening exercises should never occupy more than five minutes, and they should be made interesting; and, while the Board have made no regulation in regard to this subject, it is thought that the usual course of reading from a suitable book, and of singing, with such devotional exercises as the teacher may wish to engage in, is the best. Scholars should not enter the school-room during the opening exercises, unless in extreme cold weather.

4. *Absence of Pupils.*—In case of unexcused absence of a pupil, the teacher should ascertain the cause immediately. This should be done in such a way as to create no disorder in the school-room. The parents should in all cases be visited by the teacher before the law in regard to absence is enforced. Every case of absence or tardiness should be noted and accounted for by the pupil and parent without loss of time. In general, parents are willing to co-operate with teachers in securing the constant and punctual attendance of their children. A statement from the parent that the absence of his child was *necessary*, is the least that can be regarded as an excuse; but in the few cases in which parents refuse to write excuses, discretion, forbearance, and common sense must be exer-

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* A circular to the teachers of the Racine schools, from the Supt. of Instruction, and Principal of the High School, J. G. McMynn, esq. It contains so many hints and suggestions useful to every teacher and applicable to every school, that we give it entire.—ED. JOURNAL.

cised in order to prevent injury to the child. When the law is enforced, let it be done impartially.

5. *Illness of Teachers.*—Every effort possible should be made to prevent the dismission of the school. In case of illness of the teacher, immediate notice, in writing, should be given to the Superintendent; but no teacher will leave his post until compelled so to do, if he studies his own interest, and the welfare of the school. A strong will is the panacea, and a careful regard to health is one of the highest duties of the teacher.

6. *Teachers' Meetings.*—The Board of Education require every teacher to attend the Teachers' Meetings; but this is not sufficient to make them profitable. A prompt and regular attendance, and a cordial and active participation in the exercises are desirable. No teacher will absent himself from them without betraying a lack of interest, which will weaken confidence in his ability. Preparation for these meetings is of great importance. All should be willing to give as well as to receive. An unexcused absence, besides being a violation of the laws of the Board, is an injury to follow teachers which lacks little to become an insult. Tardiness is one of those mean characteristics that nothing but self-respect will prevent.

7. *School Government.*—Let the teacher govern himself. Let him talk very little about order. When wrong is done he may talk privately with the offender, and when he understands the case he may make the matter public, if proper; but "that government is best which seems to govern least." No person having confidence in himself will exhibit a rod or rule as a "terror to evil doers," and we need not say to strike the head of a child is brutal. A teacher should make no threats, and few promises. A promise will always be fulfilled if the teacher does not wish to merit the contempt of his pupils. A sacred regard to Right, and reverence for the truth, must be apparent in what he does. He should never manifest any disrespect towards the parents of his pupils. Nothing sectarian or partisan will or can be for a moment tolerated in a good school. A curse should fall upon the man who would forget the claims of education so far as to use his influence as a teacher to promote the objects of his sect or his party. Every teacher will oppose those vices that degrade humanity, whether they are common or not. If he does this effectually, he will be maligned by those who practice them. The school, its interests, its claims, should always be prominent and paramount. All that interferes with its objects must be opposed; whatever advances his pupils in virtue and knowledge, or promotes their welfare, must be defended. There must be no compromise with evil, or the foundation of school government will be sapped. Decision, honesty, generosity, impartiality, honor, forbearance, promptness, kindness, and activity are essential to the government

of a school. A consciousness of being right, and of doing right, will afford the surest protection against the misrepresentations of pupils, and abuse of mistaken parents and guardians.

No communication, by act, or look, or word, will be allowed during study hours, in a well organized school. The teacher *must* secure order and quiet, or he will fail. The will of the teacher is the power, and such appliances as are resorted to, are the means to secure the necessity of a good school. No teacher should regard that as impossible, which has ever been done.

8. *Commencement of School.*—Remember that your predecessor has the sympathies and affections of the pupils; to secure the same to yourself, you will need a rich fund of information, and it will be necessary to exhibit much kindness and decision during the first days of your acquaintance with your school. Manifest a strong personal interest in every pupil. Make no unkind allusion to your predecessor; it is possible he may have left the the school somewhat below perfection. Let your aim be to leave it better than you found it. Have a programme prepared, and "get to work" as soon as possible. Let the exercises be spirited, but never proceed unless there is a proper degree of quiet in the school-room. See that scholars commence work without a moment's unnecessary delay in the morning.

9. *General Principles.*—1. Every pupil should be provided with something to do. 2. It is absolutely indispensable that the time of pupils be apportioned to the several studies and duties, by the teacher. 3. Repetition, and hourly, daily, and weekly reviews, are necessary to success in teaching, and the pupils should be required to write out all lessons to insure accuracy and study. 4. The pupil must be able to state in his own language the substance of the lessons, but all rules should be required in the language of the book, unless better are suggested by the teacher. Language should be concise and elegant. The voice should be trained so as to secure distinctness of utterance, and sweetness of tone. 5. Every teacher should lay out his work beforehand, so that he will not need a text-book during school hours. Success is dependent on nothing more than upon ability to teach without depending upon the text book or the pupils. 6. Frequent written examinations are necessary to thoroughness. 7. Visitors should be welcomed, but the exercises of the school cannot be suspended to entertain them. Parents and citizens should be invited and induced to visit the schools. 8. The time of the teacher is the property of the school. All amusements that are unnecessary should be avoided. All society that is not refined should be shunned. All means, such as reading educational works, conversing with teachers, visiting different schools, studying the subject of education, should be employed, as it is only by constant and determined effort, as well as the possession of extensive knowledge, and the exercise of skill and tact, that we may reason-

ably hope for success. 9. The utmost care should be exercised in classifying scholars, and when a pupil's attainments are such as to admit of his promotion, the Superintendent of instruction should be notified immediately.

CHIPPEWA VALLEY TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE FIRST REGULAR MEETING.*

THE Association convened in the school-house at Eau Claire, at 7 oclock on Monday evening, April 23d, 1860, and was called to order by the President, W. W. Allen, of Eau Claire. The exercises were opened with prayer by Rev. Mr. Kidder.

The President then addressed the association, giving an explanation of the object and the benefits to be derived from an association aiming at the improvement, physically and morally of the rising generation.

Rev. Mr. Kidder then made a few remarks upon the duties and calling of teachers.

Brief remarks were then made by G. W. Campbell, of Augusta.

The President appointed a committee of arrangements, with instructions to report daily during the session.

The names of those present wishing to become members of the association, were given to the Secretary, and the association adjourned till nine o'clock A. M. on Tuesday.

The sessions of the association were continued through the day and evening of Tuesday, Wednesday, and Thursday.

On Tuesday a constitution was adopted, exercises were conducted in reading and grammar; essays were read by Mrs. McGrath and Miss M. A. O'Keefe, and Prof. Bartlett delivered an address upon education and its influence.

Wednesday forenoon was devoted to class exercises in arithmetic, grammar, and spelling; the afternoon to reports upon the conditions of schools, and discussions on the best methods of securing order, and interesting the pupils in the different branches taught in the common schools.

* We have been obliged to condense the proceedings to save room.—ED.

In the evening an essay written by M. Bolton was read by G. Dowd, and the Hon. J. E. Stillman delivered an address upon the duty of teachers to their patrons.

On Thursday the association elected officers for the ensuing year, as follows: President, Rev. A. Kidder; Vice Presidents, W. W. Allen, C. H. Howard, Carroll Lucas; Secretary, Roderick Elwell; Treasurer, John E. Stillman. A. Bolton and G. Dowd were appointed Counsellors.

Exercises were also conducted in mental arrithmetic, physiology, declamation, composition, and spelling. In the evening, after the opening exercises, an essay was read by Miss Mary M. Webb,—subject, "Our Literary Institutions." This essay was of a high order, pointed, practical, and earnest.

Rev. Mr. Anderson then delivered an address upon the rise and progress of education.

The following resolutions were then read and adopted:—

Resolved, That we, as members of this Association, refrain from the use of tobacco, intoxicating liquor, and profane language. That pupils under our charge shall practice declamation and composition, and in order to make these exercises more interesting, that we also take part in the same. That mental arithmetic should be a more prominent study and receive more attention from teachers in the school-room. Also, that physiology be made a leading study in our school-rooms.

That grammar should be taught orally to all beginners, and to pupils of an age to understand the first principles of that science.

That advanced classes in our schools be taught the true method of spelling by writing exercises on the board and slate.

That our heartfelt thanks are due to Messrs. Kidder, Anderson, Bartlett, Stillman, Harwood, and others, for their interesting and instructive addresses, and beneficial remarks during the session. That we tender our sincere thanks to the President, W. W. Allen, for the impartial and efficient manner in which he has presided over the exercises of our meetings.

That our cordial thanks be given to the inhabitants of Eau Claire for their generous hospitality. We shall long cherish pleasant memories of these noble hearts and happy homes.

That a copy of the proceedings of the Association be furnished for publication to the editor of the county paper, and the Journal of Education, and that a copy of the paper be sent to each member, and to the State Superintendent.

The proceedings were then read by the Secretary, and adopted.

Brief remarks were then made by W. W. Allen, and Rev. A. Kidder, after which the association adjourned *sine die*.

R. ELWELL, *Secretary*.

THE REWARD.

BY JOHN G. WHITTIER.

Who, looking backward from his manhood's prime
Sees not the spectre of his misspent time?
And through the shade
Of funeral cypress planted thick behind,
Hears no reproachful whisper on the wind
From his loved dead?

Who bears no trace of passion's evil force?
Who shuns thy sting, oh terrible Remorse? —
Who does not cast
On the thronged pages of his memory's book,
At times, a sad and half reluctant look.
Regret of the Past?

Alas!—the evil which we fain would shun
We do, and leave the wished for good undone:
Our strength to-day
Is but to-morrow's weakness, prone to fail;
Poor, blind, unprofitable servants all
Are we alway.

Yet, who, thus looking backward o'er his years,
Feels not his eyelids wet with grateful tears,
If he has been
Permitted, weak and sinful as he was,
To cheer and aid in some ennobling cause,
His fellow-men?

If he hath hidden the outcast, or let in
A ray of sunshine to the cell of sin, —
If he hath lent
Strength to the weak, and, in an hour of need,
Over the suffering, mindless of his creed
Or home, hath bent,

He has not lived in vain, and while he gives
The praise to Him, in whom he moves and lives,
With thankful heart;
He gazes backward, and with hope before,
Knowing that from his works he never more
Can henceforth part.

STATE TEACHERS' ASSOCIATION.

THE next Annual Meeting of the Association will be held in Milwaukee, near the close of July, or early in August next,—the time not yet being definitely fixed by the Executive Committee. In the next issue of the Journal, a Programme will probably be announced, and the exact time of the meeting made known. For the present we merely designate the names of the speakers and writers, so far as we have learned them, and the subjects upon which they are expected to address the Association:

Opening Address, by the President,..... .....J. B. PRADT, Sheboygan.
History of the Association,.....J. H. MAGOFFIN, Portage.
Physical Education in Schools, ...A. KURSTEINER, Milwaukee.
Relation of the Teacher to the Pupil and the Text-Book,...T. R. WILLIAMS, Albion.
The Relation of our School System to our Institutions and Social Life,.....A. J. CRAIG, Palmyra.
On Teaching Mathematics, ...J. E. BATEMAN, Milwaukee.
Demand for Moral Instruction, Essay, by.....Mrs. H. S. ZOLLER, Portage.
Horticultural Embellishment of School-House Grounds, Essay, by.....Mrs. E. O. S. HOYT, Madison.

Papers will also be prepared, it is hoped, by two or three other gentlemen or ladies, and addresses are looked for from Superintendent Pickard, and Chancellor Barnard.

INSTITUTE AT SHEBOYGAN FALLS, SHEBOYGAN CO.

THIS Institute commenced Monday evening, April 9th. Mr. Oliver Libbey, Principal of the Sheboygan Falls public school, was appointed Secretary, and Rev. J. B. Pradt, of Sheboygan, by request of Dr. Barnard, delivered the opening address, and conducted the exercises on Tuesday. Mr. A. Pickett, of Horicon, arrived on Tuesday evening, and took charge, giving much satisfaction to the Institute by his labor; and Mr. Gaylord, Principal of the High School at Oshkosh, rendered very valuable assistance during the latter part of the session.

Addresses were delivered by C. W. Ellis, Esq, of Sheboygan, Mr. Gaylord, Mr. Pickett, and Superintendent Pickard, who arrived on Thursday. Public discussions were held upon school government, and the changes needed in our school system. These exercises were interesting and profit-

able, and largely attended by the teachers of the county, (about ninety being present,) and by the surrounding population. The Institute was decidedly successful, indicating progress and good spirit; but many of the teachers who were present last fall regretted the absence of Prof. C. H. Allen, who was with us at that time. Mr. Pickard's address on the "Wants of our Schools," gave much satisfaction, and, judging from that instance, his efforts are doing much good in the work of arousing and enlightening public sentiment upon the important topics of public instruction. J. B. P.

Superintendent's Department.

AMENDMENTS TO THE SCHOOL LAW.

THE attention of Town Superintendents and District Clerks is called to the amendments to the school law given below. The law published last month is re-published in order that all the changes and amendments may be found in one place.

[Published April 26th, 1860.]

AN ACT TO LOCATE AND ESTABLISH SCHOOL-HOUSE SITES.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:—

SECTION 1. The Chairman of the Town Board of Supervisors, the Town Superintendent of Schools, and the Town Clerk of each Town, shall constitute a Board for the purpose of locating and establishing school-house sites.

SECTION 2. Whenever the electors of any school district, either at their annual meeting or at any special meeting, legally called for that purpose, shall make application to the Board constituted by the first section of this act, in their respective towns; the said Board, upon satisfactory proof being made to them by the certificate of the District Clerk, or otherwise, that the notices required in the next section have been duly given, shall proceed to establish a school-house site for said district; PROVIDED, that such school-house site shall not exceed one acre of land; and, PROVIDED FURTHER, that such land, when it shall cease to be used as a school-house, shall revert to the original owner, his heirs or assigns.

SECTION 3. Upon application made by any school district by vote as aforesaid, such Board

shall make out and sign a notice in writing, and fix therein a time and place when and where they will meet and decide upon such application, which said notice shall also contain a brief description of the land upon which it is proposed to locate such such school-house site, which said notice shall be served, by the District Clerk, upon all the owners and occupants of the land upon which it is proposed to locate such site, at least six days previous to the day appointed for such meeting: such notice shall be served by delivering to each such owner and occupant of such land who may be residents of this State, or by leaving the same at their respective residences, with some person of suitable age and understanding. And if there be no occupant of such land, and the owner or owners thereof be unknown to the said Board, or shall reside without this State, then such notice may be served by publishing the same in the newspaper published nearest said land once in six sucessive weeks next before the said day of meeting.

SECTION 4. Whenever the said Board shall locate and establish any school-house site, they shall cause an accurate survey and description of the same to be made out, and shall fix and award the compensation to be made to the owner or owners for such site, together with all damages sustained by such owner or owners of all lands so taken. They shall, also, after agreeing thereupon, make out and sign duplicate certificates, containing their action upon such application, a description of the land so taken, and the amount of compensation and damages so awarded to each of such owner or owners, one of which shall be delivered to the occupant or occupants of the land so taken for such school-house site, and the other to the Clerk of said district, who shall cause the same to be recorded in the office of the Register of Deeds of the proper county; PROVIDED, that the said certificate shall also contain the survey and description required to be made in this section; and PROVIDED FURTHER, that in case the said board shall deem it advisable, they may, before agreeing upon their said award, adjourn from time to time, not to exceed ten days, and that any two of said Board may act in the absence of the other.

SECTION 5. The sum of money so awarded by the said Board shall be paid to the owner of the land upon which such site is located, or in case the owner is a non-resident, or refuses to accept the money, it shall be deposited with the Treasurer of the district, to the order of the owner of said land, and it shall not be lawful for said district to occupy said land without the consent of the owner thereof, until such money shall be paid, tendered, or deposited as aforesaid.

SECTION 6. No land shall be taken for a school-house site except by consent of the owner, that may not be taken for highway purposes, according to section fifty-four, chapter nineteen, of the Revised Statutes.

SECTION 7. Any person aggrieved by the decision of the above Board in the award of damages, may appeal therefrom to the circuit court for any county in which such site is situated, by filing with the Clerk of such district a notice of such appeal: which notice shall specify all the the grounds of such appeal, within twenty days after the receipt of the duplicate certificate mentioned in section four of this act, and paying to the said District Clerk one dollar for the State tax on the appeal, and one dollar for making the return thereto, and thereupon the clerk of such district shall, within twenty days thereafter, file with the Clerk of said circuit court a certified copy of such certificate, together with such notice of appeal, and the date of service thereof, and shall pay to such clerk of the circuit court one dollar for the tax on the appeal, and thereupon the clerk of such court shall enter an action therein, in which the appellant shall be plaintiff, and the school district shall be defendant. The issues in such action shall be the legality of all the proceedings of said Board under this act, and the amount of compensation and damages to which the plaintiff is entitled by reason of the taking of his lands for a school-house site, as aforesaid. And the issue shall be tried without further pleadings, in the same manner

as other issues of fact are tried in such court, and either party shall be entitled to a jury, and the judgment therein shall be enforced in the same manner as other judgments in personal actions rendered by said circuit court; PROVIDED, that in all cases where the question of damages is the only issue, and the plaintiff does not recover a larger sum than was awarded him by such Board, he shall recover no costs.

SECTION 8. Whenever the district is situated in two or more towns, the Board shall consist of the Chairman of the town Board of Supervisors, the town Superintendent of schools, and the town Clerk of each town in which such district is situated.

SECTION 9. This act shall take effect and be in force from and after its passage and publication.

WM. P LYON, Speaker of the Assembly.
B. G. NOBLE, Lt. Gov. and Pres't of Senate.

Approved March 31, 1860.

ALEX. W. RANDALL.

STATE OF WISCONSIN. } ss.
SECRETARY'S OFFICE. }

The Secretary of State of the State of Wisconsin hereby certifies that the foregoing act has been compared with the original enrolled act deposited in this office, and that the same is a true and correct copy thereof, and of the whole of such original.

IN WITNESS WHEREOF I have hereunto set my hand and affixed the Great Seal of the State, at the Capitol in Madison, this fifth day of April, A. D. 1860. L. P. HARVEY, Secretary of State.

L. S.

[Published March 15, 1860.]

AN ACT TO AUTHORIZE THE COMMISSIONERS OF SCHOOL AND UNIVERSITY LANDS TO REMIT PENALTIES IN CERTAIN CASES, AND TO CHANGE THE TIME FOR THE ANNUAL DISTRIBUTION OF THE SCHOOL FUND INCOME.

The People of the State of Wisconsin, represented in Senate and Assembly do enact as follows:—

SECTION 1. In all cases where the interest due on School, University and Swamp lands, or lands selected in lieu of Swamp lands, or upon loans of money, from the School, University, or Drainage Fund, shall be paid to the State Treasurer on or before the last day of May in each year, including the year A. D. 1860, the Commissioners of School and University Lands shall remit the five per cent. penalty now required to be paid by the provisions of Chapter 28 of the Revised Statutes; PROVIDED that nothing in this act shall be so construed as to remit any forfeiture, pursuant to the provisions of said Chapter 28 of the Revised Statutes; PROVIDED that there shall be a re-apportionment of school monies between the 20th and 25th days of December, in the year 1860, if an aggregate of more than twenty thousand dollars shall be on hand subject to apportionment at that time.

SECTION 2. Section one of Chapter 24 of the Revised Statutes, is hereby amended, so that after the year 1860 the income of the State Fund for the support of common schools which shall be received up to the last day of May in each year shall be distributed between the tenth and fifteenth days of June in each year, or as soon thereafter as practi-

cable, among the several Counties of this State, from which Reports have been received by the State Superintendent, agreeably to law.

SECTION 3. All acts and parts of acts, so far as they conflict with the provisions of this act, are hereby repealed.

SECTION 4. This act shall take effect and be in force from and after its passage.

WM. P. LYON, Speaker of the Assembly.
B. G. NOBLE, Lt. Gov. and Pres't of Senate.

Approved March 13, 1860.

ALEX. W. RANDALL.

STATE OF WISCONSIN, } ss.
SECRETARY'S OFFICE. }

The Secretary of State of the State of Wisconsin hereby certifies that the foregoing act has been compared with the original enrolled act deposited in this office, and that the same is a true and correct copy thereof, and of the whole of such original.

IN WITNESS WHEREOF I have herunto set my hand and affixed the Great Seal of the State, at the Capitol in Madison, this 5th day of March, A. D. 1860. L. P. HARVEY, Secretary of State.

L. S.

[Published April 13th, 1860.]

AN ACT TO AMEND CHAPTER 23 OF THE REVISED STATUTES, EFTITLED, "OF COMMON SCHOOLS."

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:—

SECTION 1. Section eleven of said chapter is hereby amended by striking out the word "twenty," in the first line of sub-section nine, and inserting instead the word "fifty"; also, by adding an additional sub-section to said section eleven, which shall read as follows: "To authorize the District Board to admit to the privileges of the school persons not residing in the district, whenever such admission will not interfere with the accommodation or instruction of the scholars residing therein, and to fix a fee for tuition per term, quarter, or year, to be charged the person thus admitted."

SECTION 2. Section thirty-nine is hereby amended by adding to said section the following words: "and shall have power, 1st to make all needful rules and regulations for the organization, gradation, and government of the school or schools established in the district; said rules to take effect and be in force when a copy of the same, signed by a majority of the Board, shall be filed with the Clerk; 2d, to suspend any pupil from the privileges of the school for non-compliance with the rules established by them, or by the teacher, with their consent; 3d, to expel from school any pupil who shall persistently refuse or neglect to obey the rules and regulations above mentioned, whenever, upon due examination, they shall become satisfied that the interests of the school demand such expulsion."

SECTION 3. Section forty-five is amended by striking out the word "March," in the second line of sub-section four, and inserting the word "June" in lieu thereof.

SECTION 4. Section one of chapter one hundred and thirty-eight of the General laws of 1858, now comprising a part of chapter twenty-three of the Revised Statutes, is amended by striking out the following words in the seventh and eight lines thereof; to wit: "by notifying all the legal voters in said district," and by adding to said section the following words: "PROVIDED, that no tax shall be voted at a special meeting unless three fourths of the legal voters shall have been notified, either personally or by leaving a written notice at their places of residence, stating the time, place, and objects of the meeting, at least six days before the time appointed therefor."

SECTION 5. The boundaries of any union school district formed in accordance with the provisions of section twelve of chapter one hundred and thirty-eight, aforesaid, may be altered in the same manner that the boundaries of common school districts are altered; and the provisions of law governing the action of the Town Superintendents in relation to the alteration of common school districts shall, so far as the same are applicable, be applied in the alteration of union school districts; PROVIDED, that no union school district shall be disorganized unless a majority of the electors shall, at an annual meeting, vote for such disorganization.

SECTION 6. Whenever the Director and Clerk of any school district shall deem the security upon the bond of the Treasurer insufficient, they shall have the right to demand additional security, and the refusal or neglect of the Treasurer to furnish such additional security shall vacate his office; which shall be filled by the Board as provided in section twenty-three of the chapter of which this act is amendatory.

SECTION 7. This act shall take effect and be in force from and after its passage and publication.

WM. P. LYON, Speaker of the Assembly.
B. G. NOBLE, Lt. Gov. and Pres't of Senate.

Approved April 2, 1860.

ALEX. W. RANDALL.

STATE OF WISCONSIN, } ss.
SECRETARY'S OFFICE. }

The Secretary of State of the State of Wisconsin hereby certifies that the foregoing act has been compared with the original enrolled act deposited in this office, and that the same is a true and correct copy thereof, and of the whole of such original.

L. S. IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of the State, at the Capitol in Madison, this fifth day of April, A. D. 1850. L. P. HARVEY, Secretary of State.

BLANKS.

THE blanks for the annual reports of the Town Superintendents and District Clerks have been sent to all the officers whose address could be obtained. A package containing blanks enough for all the districts in a town has, in most instances, been sent to the address of the Town Superintendent, who is expected to distribute them to the clerks in his town.

On account of the remissness of the Town Superintendents, there is not a complete list of names in this office, and therefore blanks have not been sent to several towns. Superintendents not receiving blanks will immediately notify this office of the number wanted, being careful to give their address in full.

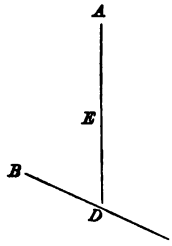
J. L. PICKARD,
State Supt. Pub. Ins.

Mathematical Department.

ED. JOURNAL.—In the February number of the *Journal* is an article requesting an explanation of the following rule: To find the sum of a geometrical progression, "Raise the ratio to a power whose index is equal to the number of terms, from which subtract 1, divide the remainder by the ratio less 1, and the quotient multiplied by the first term will be the answer." Let it be required to find the sum of the series 4 . 12 . 36 . 108 . 324. In every geometrical series each term is equal to the preceeding term multiplied by the ratio, or, in other words, equal to the first term multiplied by that power of the ratio whose exponent is equal to the number of preceeding terms. Hence, the terms of the above series are respectively equal to $4 . 4\times3 . 4\times3^2 . 4\times3^3 . 4\times3^4$. Therefore, $(4+4\times3+4\times3^2+4\times3^3+4\times3^4)$ equals required sum. This multiplied by the ratio gives $(4\times3+4\times3^2+4\times3^3+4\times3^4+4\times3^5)=(4+4\times3+4\times3^2+4\times3^3+4\times3^4+4\times3^5-4)$ equals as many times the required sum as there are units in the ratio. Now, the sum of the first five terms in this last expression is equal to the required sum. Hence, $4\times3^5-4$, or $4\times(3^5-1)$ equals as many times the required sum as there are units in the ratio less 1. Hence, $4\times(3^5-1)\div(3-1)$ equals answer. Or, let f represent the first term, r the ratio, n the number of terms, and S their sum; then $S=f+fr+fr^2+fr^3 \ldots +fr^{n-2}+fr^{n-1}$. Multiplying by $r-1$ gives us $(r-1)S=fr^n-f=f(r^n-1)$. Hence, $S=\frac{fr^n-f}{r-1}=\frac{f(r^n-1)}{r-1}$. The rule found in Adams' Arithmetic, page 288, is derived from this formula: $\frac{f(r^n-1)}{r-1}$.

L. CAMPBELL.

COTTAGE GROVE, *April 24th*, 1860.



General Solution of Problem No. 41.—Let AD be a straight line perpendicular to the horizon, and CB an inclined plane. AD, CD, and BD being given, it is required to find in the line AD a point equally distant from the three points, A, B, and C. Let E be the required point. Put x equals the distance of E from A, B, and C; y equals the length of a perpendicular line line drawn from E to the line CD, and z equals DE. Since C and B are equidistant from E, the perpendicular represented by y will bisect CB. Assume $AC=a$, $CB=2b$, and $CD=b+c$. Then $x^2-y^2=b^2$, (1); $z^2-y^2=c^2$, (2); and $x+z=a$, (3). From (1) and (2) we find $x^2-z^2=b^2-c^2$, (4). Eliminating x from (3) and (4) gives $z=\frac{a^2+c^2-b^2}{2a}$. Suppose $AD=80$, $CD=40$, and $BD=20$; then $a=80$, $b=30$, and $c=10$. Hence, $z=35$, $x=45$, and $y=\sqrt{1125}$. Let $n=$ natural sine of the angle CDE. Then $z:y::1:n$ $\therefore$ $n=\frac{y}{z}=$ natural sine of 73° 23′ 52″.

L. CAMPBELL.

Solution of Problem No. 36.—Let D equal diameter of the globe and circle, in feet. Then, from the conditions of the problem, $\frac{D^3r}{6}+\frac{D^2r}{4}+2D=1000$, where r equals the ratio of the diameter of a circle to its circumference. Dividing both sides of this equation by $\frac{r}{6}$, we have $D^3+\frac{3}{2}D^2+\frac{12}{r}D=\frac{6000}{r}$. We can reduce this last equation to another wanting the second term, by substituting $x-\frac{1}{2}$ for D, which gives, after reducing, $x^3+\frac{48-3r}{4r}x=\frac{24024-r}{4r}$, or, $x^3+ax=b$.

This equation may be solved by Cardan's formula; or by the following trigonometrical formulæ, which are applicable to this case; viz: tan. $v=\frac{2}{b}\left(\frac{a}{3}\right)^{\frac{2}{3}}$; tan. $u=\left(\text{tan. }\frac{v}{2}\right)^{\frac{1}{3}}$; $x=2\sqrt{\frac{a}{3}}$ cot. $2u$. (See Mathematical Monthly, vol. ii., page 86.) It will be found that log. tan. $v=7.0346174$: log. tan. $u=8.9111913$, and $x=12.32813$ $\therefore$ $D=11.82813$, the diamete rrequired.

JAS. M. INGALLS.

Substitute for Problem No. 40.—The sum of a geometrical progression is 12,490,400, the last term is 10,706,059, and the ratio is an integer; required the first term, ratio, and number of terms. A. W. W.

Editorial Miscellany.

VALEDICTORY.—The connection of the undersigned with the Journal, as Resident Editor, ceases with the issue of this number. For nearly three years, the greater portion of my time has been given to it, and now, when the press of duties in another sphere imperatively demands that I should relinquish its management, I part from it with some of the reluctance and feeling experienced on bidding farewell to a true friend.

While I have not been able to realize my idea of what such a journal should be, I believe that some good has been done through its instrumentality, that some teachers and parents have been awakened to a deeper sense of their responsibilities, and that others have been encouraged to greater exertions in the work of building up a correct system of public instruction.

With heartfelt thanks to those friends who have faithfully stood by the Journal and given the editor counsel and aid when both were needed, wiith earnest wishes for its future success, and an enlarged field of usefulness, and with undiminished interest in the great cause of education, for which I trust yet to labor many years, I retire from the editorial chair and yield to my successor, through the Editorial Committee, the position which I have heretofore occupied.

A full statement of the condition of the Journal will be given in the annual report of the Editorial Committee, which will be made to the Association at the annual meeting.

THE committee has selected the Rev. J. B. Pradt, of Sheboygan, as my successor; and it is with the utmost confidence that I assure the readers of the Journal that he will give complete satisfaction as Resident Editor. Possessing a cultivated mind, having broad and liberal views on the subject of popular instruction, and large experience in the workings of the system of one of the Middle States, he is peculiarly fitted to discharge the duties of his position, and give character and influence to the Journal.

He will remove to this city in a few days and commence operations with the

first number of volume five. All persons whose subscriptions expire with this number will see the necessity of renewing them at once, as the Journal will only be sent to those who pay in advance.

Madison, June 1st, 1860. A. J. CRAIG.

DEATH OF "PETER PARLEY."—Samuel Griswold Goodrich, better known as *Peter Parley*, died in New York on Thursday, May 10th, in the 67th year of his age. He had been in feeble health for some time, and his decease was not unexpected. Mr. Goodrich was born in Ridgefield, Conn., on the 19th of August, 1793. In early life he engaged in the publishing business in Hartford, and after visiting Europe in 1824, established himself in Boston, and edited from 1828 to 1842, the "*Token*," an original illustrated annual, to which he contributed many tales and poems. His famous Peter Parley series of juvenile books was begun soon after his removal to Boston, and finally reached more than forty volumes, comprising geographies, histories, biographies, travels, stories, and various illustrations of the arts and sciences. In 1837 he published a volume of poems entitled, "The Outcast, and other Poems"; in 1838 a volume of counsels to parents, entitled "Fire-Side Education"; in 1841, a selection from his various contributions to annuals and magazines, with the title of "Sketches from a Student's Window"; in 1851, an illustrated edition of his poems, and in 1857, he closed his successful literary labors with his "Recollections of a Life-Time". He also established and published from 1841 to 1854, "Merry's Museum and Parley's Magazine". He was United States Consul to Paris during the administration of President Fillmore, and while there published a French treatise on American history and Geography. Mr. Goodrich was a man of genial manners, of strict integrity, and never failed to make friends with all with whem he came in contact. Few men will leave a more attractive history.

THE Atlantic Monthly for June contains the following articles: The future of American Railways; In a Fog; The Granadan Girl's Song; The Humming Bird; Chess; Spring Song; Model Lodging Houses in Boston; A short Campaign on the Hudson; Thine; The Representative Art; Roba di Roma; Pythagoras; Clarian's Picture; Japan; The Vineyard Saint; The Professor's Story, and The Sphynx Children.

We have no time to give an analysis of any of the articles, but there is variety enough to suit all tastes, and ability enough to sustain the well earned reputation of the Monthly.

THE Ladies Home Magazine for June is received, and is filled as usual with interesting matter and fine illustrations. "After the Storm" is finished, and Miss Townsend commences a new story in the July number. Subscribe for this excellent family magazine.

RACINE —From a late report of the Superintendent of Instruction, J. G. McMynn, Esq, we take the following statistics, which exhibit at a glance the condition of the schools at the close of the last term:—

Average number of members per teacher	48.8
Average number in daily attendance for a teacher	46.3
Whole cost of schools from April 1st 1859 to March 31st 1860	$10,487
Amount of school fund income, normal fund income, and tuition of non-resident scholars	2,338
Actual tax for school purposes during the year ending March 31st	8,149
Cost to the city for each person attending the public schools one year	6.44
Whole number of members registered since September 12, 1859	1823
Average number of members for 1st and 2d terms	1244¼
Average daily attendance for 1st and 2d terms	1181½
Per cent. of daily attendance of members	95.7
Average age of pupils	12
Average number of teachers employed	25½
Average number of pupils registered to a teacher	71½

We give a few extracts from the report:—

Primary Schools.—More attention than usual has been given in this department to "objective teaching," and the benefits are marked. The policy of putting the primary schools, for the most part, in charge of teachers of limited qualifications and no experience may be questioned. Without good primary instruction, subseqnent progress must be slow. The voice, the memory, the imagination, the health, the taste, and the heart of the child are controlled by the first teacher more than by all others outside of home. Without sympathy, tact, industry, winning ways, and good manners, as well as thorough knowledge of elementary studies, a teacher is not fitted to teach a primary school. There is much to commend in this department of our schools, and by greater care in the selection of teachers, and more attention on the part of parents, we may hope that they will become what they should be.

Change of Teachers.—The 5th ward grammar school, on account of unavoidable changes in teachers, has made, until recently, very little progress, while no effort has been spared by the commissioners of this ward to advance the interests of the school. It has seemed impossible to secure, for the salary paid, such instruction as is required. The experience of this school during the past two terms illustrates, in a striking manner, the bad policy of changing a tried and successfut teacher for those possessed of little skill and no experience. While a hundred dollars may *appear* to be saved thus, five hundred may be wasted.

Normal Department.—The normal department, though not yet placed upon the best foundation, will, it is hoped, realize all reasonable expectations. Of the number "reported" at the close of the first term, 64¼ per cent. were found qualified to draw from the normal fund. Amount received from the fund is $540.00. The results thus far have vindicated the propriety of organizing this department, and we confidently hope that its future will be prosperous.

Opposition to the High School.—Not only has pecuniary aid, in the way of private liberality been withheld, but we have often had to encounter the opposition of those who ought to feel friendly. This opposition has generally come from those who know little of a high school, either as to its mission or its work. Ignoring as it does and must the factitious distinctions of rank or wealth, opening its doors and extending its welcome alike to rich and poor, making qualification alone a condition of admission, and attainments and character its criterion of excellence; aiming by its discipline to strengthen the mind and purify the heart; reaching beyond anything that is partisan, and above everything that is sectarian it ought to have the sympathy and aid of the best minds and noblest minds among us. Is it too much to hope that with returning prosperity its claims upon the liberality of the high-minded and the large-hearted among us shall not be forgotten?

EDUCATION IN THE UNITED STATES.—The number of colleges in this country is 122; theological seminaries, 48; law schools, 17; medical schools, 40. The number of students in these institutions respectively is—students in college, 14,573; law students, 1,117; theological, 1,379; medical, 4,322. The professors number in colleges, 1,063; in law schools, 38; in medical schools, 208; in theological schools, 107. Total of professors, 1,506; total of students, 21,791.

CYRUS PIERCE, a distinguished and successful teacher, and the principal of the first normal school established in this country, died at West Newton, Mass., April 6th, in his seventieth year.

THE Mathematical Monthly, May, 1860, edited by J. D. Runkle, A.M., A.A.S. New York, Ivison, Phinney & Co.; London, Trübner & Co. We have been in receipt of this sterling periodical for two or three months past, but have hitherto neglected to notice it. It is a well edited, finely printed quarto of forty pages and is worthy of the patronage of all who love mathematical investigation. An idea of its scope may be obtained from the following selections from the table of contents: Prize Problems for Students; Notes on Co-factors; Solution of a problem in "Theoria Motus"; On special analysis; Exposition of the process of mathematical development. It is published monthly at $3 a year for a single copy; two copies for $5; five copies for $11; ten copies for $20. Address Ivison, Phinney & Co., New York.

MILWAUKEE. — The schools of this city seem to be in an unfortunate condition, a debt of over $40,000 having been incurred, and no means provided to carry them on during the current year. Mr. Jonathan Ford, an experienced teacher and energetic man, has been appointed Superintendent, and is doing all he can to bring order out of confusion, and to induce the Common Council to provide the means to sustain the schools. It has been decided to close both the

high schools, the salaries of the teachers have been reduced about twenty per cent., still the Superintendant and Commissioners do not feel authorized to open the schools again until funds are provided and so guarded that they may rely upon them to meet future expenditures.

THE New American Cyclopedia, vol. ix., is received by Messrs. Bliss, Eberhard and Festner, of this city, who are agents for the work. This volume equals any of its predecessors in valuable and interesting articles. It treats of the following countries: Hayti, Hindoostan, Hungary, Ireland. Italy, Jamaica, Japan and Java. Contains biographies of Hayne, Patrick Henry, Howard, Hume, Leigh Hunt, Washington Irving, Jackson, Jay, and Jefferson, and of more than one hundred living characters, among which will be found the names of Headly, Hedge, Henry, Hillard, Hitchcock, Holmes, Hosmer, Houston, Howitt, Hugo, Hughes, and other celebrated men. Besides the above, there are articles on History, Hieroglyphics, the Horse, Hudson's Bay, Ichthyology, Indians, Inquisition, Insurance, Jansenists, etc.

KENOSHA COUNTY TEACHERS' ASSOCIATION.—We have received the minutes of the meeting of this association, held at Kellogg's Corners, the 4th and 5th ult., but cannot comply with the request to publish them, as they were not received until the Journal was nearly made up. It was an interesting meeting, and a profitable time to the teachers assembled.

MARQUETTE CO — A Teachers' Association for this county was formed at Montello on the 14th ult, of which Mr. Robert Baker was elected President, and Mr. E. B. Chapman Secretary.

A Teachers' Institute was held on the 14th, 15th, and 16th, at the same place conducted by C. H. Allen, Esq., and the State Superintendent. Just as this last form of the Journal was being made up for the press, the minutes of the proceedings came to hand, and we are obliged to postpone their publication.

BOOK TABLE.

ELEMENTS OF ENGLISH COMPOSITION, Grammatical, Rhetorical, Logical, and Practical; prepared for Academies and schools. By JAMES R. BOYD, A.M., author of Annotated edition of English Poets, Elements of Logic, An improved edition of Kame's Elements, etc. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1860.

About one hundred pages of this work are devoted to the elements of grammar, treated in their relation to the art of composition; the sentence is then discussed· Punctuation extends through several chapters, and the balance of the work is devoted to the various

topics pertaining to the art of composition in prose and verse. From the hasty examination which we have given the work, we judge it to be a valuable compilation, and well adapted to use in schools.

LECTURES ON NATURAL HISTORY, its relations to Intellect, Taste, Wealth, and Religion. By P. A. CHADBOURNE, Professor of Natural History in Williams College, and Professor of Natural History and Chemistry in Bowdoin College. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1860.

This work consists of four lectures, printed as prepared for delivery, by the author, in Williams and Bowdoin; and they cannot fail to do good as an incitement, and in introduction to the study of Natural History. The relations of this study to intellectual training, to the formation of a correct taste, to the accumulation of wealth, and to the adoption of correct religious views, are clearly set forth in the lectures, and the study of the book by every class of persons in society would do much towards popularizing those branches of study which give us a knowledge of the world in which we live.

THE ELEMENTS OF CHEMISTRY AS APPLIED TO AGRICULTURE; by C. B. CHAPMAN, A.M., M.D., Professor of Chemistry. Cincinnati: Winthrop B. Smith & Co.

This work has been laid upon our table by the author, a well-known resident of this city. It presents the elements of chemistry in its relation to agriculture in a clear and concise style, treating of elementary substances, organic and inorganic, of compounds, the materials of plants, the atmosphere, materials of which the soil is composed, classification of soils, manures, drainage, etc., etc.

It is well adapted for use as a text-book in schools, and is calculated to interest and benefit the farming community.

CHILD'S BOOK OF NATURAL HISTORY, illustrating the Animal, Vegetable, and Mineral Kingdoms, with application to the Arts; by M. M. CARLL. New-York: A. S. Barnes & Burr, 51 and 53 John St. 1860.

The plan of this work illustrates the hypothesis that the order of intellectual development pointed out by nature, is, "that we should begin with things, from these proceed to their mental images, or ideas, thence to their names embodied in oral sounds, thence to written words, and thence to the artificial signs or letters of which the word is composed." The matter is presented in the form of answers to questions, and gives a general view of the three great departments or kingdoms of nature, in a manner calculated to interest and instruct children much younger than those who have heretofore been considered of a suitable age to study Natural History. We welcome the book as a sign of movement in the right direction, and recommend it to the teachers of our common schools as a valuable aid in the work of developing and instructing the youthful mind.

THE MONIKINS, and SATANSTOE, or The Littlepage Manuscripts, a Tale of the Colony. By J. FENNIMORE COOPER; illustrated from drawings by F. O. C. Darley.

These two works constitute the fifteenth and sixteenth volumes of the splendid edition of Cooper now in process of publication by W. A. Townsend & Co., New-York.

The Monikins is a satirical presentation of the salient points in the character and habits of the people of England and the United States at the time the work was written, and the lessons it teaches are not altogether useless or inapplicable at the present time.

Satanstoe portrayes scenes in the early history of New-York and Albany, gives a graphic account of Abercrombie's defeat before Ticonderoga, and some of the author's matchless descriptions of Indian warfare, and delineations of Indian character.

The volumes of this edition already issued are for sale in this city by Messrs. Bliss, Eberhard & Festner, who will furnish the remaining volumes, also, as fast as they are issued at $1.50 each, or they will be sent prepaid to any address by the publishers on the receipt of $1.50 per volume.

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